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POL18-173

TITLE: SPECIAL EDUCATION POLICY

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TABLE OF CONTENTS

GLOSSARY	3
SECTION A - CONTEXT FOR THE SPECIAL EDUCATION POLICY.....	4
1. Introduction.....	4
2. Orientations of the MEQ Special Education Policy	5
3. Objectives of the Policy.....	5
SECTION B - SCHOOL AND PEDAGOGICAL APPLICATIONS	6
4. Responsibilities of Partners.....	6
4.1. Participation, Rights and Responsibilities of Parents.....	6
4.2. Participation, Rights and Responsibilities of Students	6
4.3. Participation, Rights and Responsibilities of Teachers and Resource Teachers	7
4.4. Responsibilities of the School Team	7
4.5. Responsibilities of the School Principal.....	7
4.6. Responsibilities of the School service centre and Educational Services.....	8
4.7. Roles of Attendants and Special Education Technicians	9
4.7.1 The Role of Attendants	9
4.7.2 The Role of Special Education Technicians	9
5. Procedures for Student Referral and Evaluation	9
5.1. Initial Recognition of a Student’s Needs	9
5.2. Process for Identifying a Student with Special Needs	10
5.3. Follow-up of a Student identified as Having Special Needs	10
6. Student Integration.....	10
7. Transitions	11
8. Procedures for Student Groupings	11
SECTION C - ADDITIONAL PROCEDURES AND INFORMATION.....	11
9. Individual Education Plan (IEP).....	11
9.1. The IEP Process.....	12
9.2. Evaluation and Monitoring of the IEP	12
10. Resource Teachers	13
11. Additional References.....	14
11.1. Section 96.14 of the Education Act	14
11.2. Differentiated Instruction: Take Account of Student Diversity.....	14
11.3. Codes Assigned to Students Following the Validation Process	16
APPENDICES.....	17
Appendix A - Individualized Education Plan.....	18
Appendix B - Request for Complementary Services	21
Appendix C - Follow-up Sheet	23

Glossary

The three following definitions have been copied integrally from the MEQ document “Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties”, published in 2007.

What is Meant by the Term “At-Risk Student”

The term “at-risk student” refers to students at the preschool, elementary and secondary levels who present certain vulnerability factors that may affect their learning or behaviour, and who may therefore be at risk, especially of falling behind either academically or socially, unless there is timely intervention.

Particular attention should be given to at-risk students to determine the appropriate corrective or preventive measures to be taken.

At-risk students are not included in the “students with handicaps, social maladjustments or learning difficulties” category.

Students with Learning Difficulties

At the elementary level:

are those for whom an analysis of their situation shows that the remedial measures implemented by the teacher or by others for a significant period of time have not helped the student progress sufficiently in his or her learning to meet the minimum requirements of the Québec Education Program for the successful completion of a cycle in language of instruction or in mathematics.

At the secondary level:

are those for whom an analysis of their situation shows that the remedial measures implemented by the teacher or by others for a significant period of time have not helped the student progress sufficiently in his or her learning to meet the minimum requirements of the Québec Education Program for the successful completion of a cycle in language of instruction or in mathematics.

Students with Behavioural Disorders

Students with behavioural disorders have undergone psychosocial evaluations given by qualified personnel and by the persons concerned using observation techniques or systematic analysis, and these evaluations show that the students suffer from a major deficit in their ability to adapt, as manifested in significant difficulties interacting with one or more elements of their school, social or family environment.

These difficulties may include:

- overreactions to environmental stimuli (unjustified words or acts involving aggression, intimidation and destruction, and persistent refusals of appropriate disciplinary measures);
- underreactions to environmental stimuli (excessive fear of people and of new situations, abnormal passivity, dependency and reclusiveness, etc.).

Difficulties interacting with the environment are considered significant and require special educational services when they adversely affect the development of young people with disorders or that of those around them, despite the ordinary support measures taken on their behalf.

Students with behavioural disorders often have learning difficulties due to a low level of determination in the completion of tasks or reduced levels of attentiveness and concentration.

Section A - Context for the Special Education Policy

1. Introduction

Context for the Special Education Policy

With respect to the mission of the Centre de services scolaire du Littoral...

In virtue of article 207.1 of the Education Act, in line with the principle of equity, and through the actions and commitment of its personnel, its establishments, and its education stakeholders, the mission of the Centre de services scolaire du Littoral is to support its schools and centers in their quest to enable students to reach their full potential.

Aware of the linguistic, cultural, and social diversity of the communities within which it serves, the Centre de services scolaire du Littoral must ensure that the youth and adults living on its territory have access to the educational services defined by the Education Act and the Basic School Regulations. These services are organized by taking into consideration the demographic and geographic constraints of such a vast area to service. The school service centre fulfills its obligations by supporting a network of institutions whose mission is to instruct, to socialize, and to qualify the students. The strategic plan will ensure that all decisions made will be in the best interest of the students.

With respect to the vision and values of the Centre de services scolaire du Littoral...

With the action and implication of its personnel, its parents, and its education partners, the Centre de services scolaire du Littoral aims at contributing to the development of qualified and autonomous citizens who are ready to be integrated into society and who will contribute to the development and sustainability of the communities of the Lower North Shore and Anticosti.

MEQ Orientations

The Quebec Education Program presents a vision for education that incorporates three linked orientations intended to support the education of the “whole child”, in its broadest sense:

- TO IMPART knowledge;
- TO FOSTER social development and citizenship of all students;
- TO PROVIDE qualifications through various options available.

This requires our educational institutions meet the specific needs of all students by:

- providing a range of educational options through varied possible means;
- differentiating classroom instruction.

Individual student success may take a variety of forms and schools and centers are, therefore, obliged to adapt their actions and promote strategies to ensure all students are given the best possible chance achieving personal success in terms of knowledge, social development, and qualifications.

Inclusion: The Special Education Policy, the Plan of Action (MEQ, 2000), and the Education Act emphasize student success in the most inclusive settings possible.

2. Orientations of the MEQ Special Education Policy

The Centre de services scolaire du Littoral endorses the line of action proposed in the MEQ reference document *Adapting Our Schools to the Needs of All Students*.

To help students with handicaps or social maladjustments or learning disabilities succeed in terms of knowledge, social development, and qualifications, by accepting that educational success has different meanings depending on the abilities and needs of different students, and by adopting methods that favor their success and provide recognition for it.

The six lines of action are:

1. Recognizing the importance of prevention and early intervention, and making a commitment to devote additional effort to this area;
2. Making the adaptation of educational services a priority for all those working with students with special needs by adjusting or modifying existing methods and by offering various options;
3. Placing the organization of educational services at the service of students with special needs by basing it on the individual evaluation of their abilities and needs, by ensuring that these services are provided in the most natural environment for the students, as close as possible to their place of residence, and by favouring the students' integration into regular classes;
4. Creating a true educational community, starting with the child and the parents and continuing with outside partners and community organizations working with young people, in order to provide more consistent intervention and better-coordinated services;
5. Devoting particular attention to students at risk, especially those with learning disabilities or behavioural difficulties, and determining methods of intervention that better meet their needs and abilities;
6. Developing methods for evaluating students' educational success in terms of knowledge, social development and qualifications, assessing the quality of services and reporting results.

3. Objectives of the Policy

In accordance with section 235 of the Education Act, this policy intends to demonstrate the Centre de services scolaire du Littoral's commitment to our students by providing a special education policy that respects MEQ policies and orientations, while respecting the unique context and challenges faced by our distinctive milieu.

The Policy elaborates upon the organization of educational services for students with recognized special needs by providing for:

- procedures for referral and evaluation of students with identified needs;
- means for integrating students;
- conditions for student support services and/or placement in special classes or programs;
- methods for preparing and monitoring the Individualized Education Plan (IEP).

Section B - School and Pedagogical Applications

4. Responsibilities of Partners

4.1. Participation, Rights and Responsibilities of Parents

- Parents have the primary responsibility for their children (Education Act, s.17) and have an essential role to play in their education;
- Parents should notify the school principal of any problem, handicap, difficulty, or event that could affect their child's progress and that might require an adaptation to interventions in school;
- The parents of a child who has received special services from a partner organization (i.e. daycare services, early childhood services, health and social services, rehabilitation center, etc.) should inform the school administration of these services upon registration and/or re-entry to school to enable the coordination and/or alignment of services offered to their child;
- Parents have the right to be informed of the results of the evaluation of their child and of the child's identification as a special needs student;
- Parents have the right to access their child's confidential file maintained at the school service centre according to the centre's procedure. Additionally, they must contribute to the information it contains;
- Parents must be invited to participate in meetings held for the development and evaluation of the child's Individualized Education Plan which outlines personal goals (academic, behavioral, and others), adaptations or modifications to the child's academic programs and/or schedule, and services provided in supporting the child's progress;
- In the case of parental separation, the consent of both parents must be obtained for the student to receive services unless there is evidence of termination of parental rights.

4.2. Participation, Rights and Responsibilities of Students

- Students must contribute towards their own success and play an active role in their learning, unless they are incapable of doing so;
- Students must collaborate with specialists in the evaluation of their abilities and needs (students have the right to accept or refuse services when 14 years of age or older);
- Students have the right to advocate for their needs, and to be informed of the needs related to the objectives as defined in their IEP;
- Students have the right to participate in meetings concerning their IEP when appropriate (when 14 years of age or older);
- Students of 14 years of age or older have the right to request services on their own and without parental consent;
- Students of 14 years of age or older have the right to access their child's confidential file maintained at the school service centre according to the centre's procedure. Additionally, they must contribute to the information it contains.

4.3. Participation, Rights and Responsibilities of Teachers and Resource Teachers

Teachers have primary responsibility for children in their care.

- The teacher is responsible for reviewing the information regarding students with special needs in his/her class, as provided by the school administration in the Fall of that school year, and as subsequent cases arise;
- The teacher selects the methods of instruction corresponding to the requirements and objectives for each student entrusted to his/her care (Ed. Act, s.19);
- The teacher must, as soon as difficulties appear, communicate with the school principal and the parents of a child who has difficulty progressing to notify them of the situation. This communication must be done in order to determine with them the methods to put in place to help the student to progress in his learnings and successes;
- The teacher must note information or observations regarding a student, in particular those related to interventions he/she made, and share the notes with the school team;
- Teachers must work with their students in a preventive and proactive way, adapt their teaching methods accordingly, and make recommendations to the school principal in regard of anything that can potentially help the student;
- If a teacher perceives that a student's difficulties persist despite appropriate interventions and support services provided, he/she will report the situation to the school administration using the established procedure;
- The teacher will participate, in accordance with the collective agreement, and on request of the school principal, in all committee meetings related to the development of an individual education plan or to the implementation of support and assistance measures.

4.4. Responsibilities of the School Team

In carrying out its responsibilities as outlined within the MEQ orientations and policies regarding special education, and with the support of Educational Services, the school team (made up of teachers, principals, and other school staff who work collaboratively for the well-being and support of the student's personal and academic development) will:

- Favor the development of autonomy, creativity, and a sense of responsibility and belonging in all students;
- Promote a philosophy of shared responsibility for the educational progress and success of special needs students;
- Utilize community and regional resources to assist with the educational progress of special needs students, and help them overcome the challenges they are facing.

4.5. Responsibilities of the School Principal

- Upon registration of a student, if significant difficulties are noticed or are mentioned by the parents or a third party, the principal must ensure that an evaluation of a student's needs and capacities is made, before the student's placement and enrolment (Ed. Act, s. 96.14);
- The principal provides teachers with all pertinent information on students identified as having special needs, in accordance with the collective agreement;

- The principal (or his/her delegate) leads case meetings for students who have been referred, analyses the information and recommendations submitted, and coordinates the work of the school team in addressing the established needs of the student;
- The principal makes appropriate decisions concerning the identification and evaluation of a student following recommendations and, when appropriate, justifies his/her decisions;
- The principal is responsible for gathering all relevant information regarding the evaluation of the abilities and needs of a student, including interventions made within or outside the school, with parental consent;
- The principal encourages the participation of parents in the evaluation of their child, and of the student in his/her own evaluation, unless the child is incapable of doing so;
- The principal periodically reviews the evaluation of a student with special needs, as needed but no less than once a year, in the best interest of the child;
- The principal is responsible for ensuring that confidentiality is respected by all school personnel;
- The principal is responsible for ensuring that parents or students of 14 years of age or older are aware of the student's confidential file and of the procedures to access this file ([Directives of the protection of personal information and access to information](#)).
- The principal ensures that written permission is obtained by the parent (s) or student 14 years of age or older for the analysis of the file in order to plan an assessment with a professional. The professional involved is responsible for obtaining the written consent from the parent (s) or the student of 14 years of age or older when they first meet.

4.6. Responsibilities of the school service centre and Educational Services

The school service centre is responsible for ensuring that, within the context of the Education Act, the Special Education Policy is implemented effectively in each of its schools and centers. The school service centre will allocate annually, in a fair and equitable manner, the human and financial resources available to support special education students.

In accordance with complementary services outlined within the Basic School Regulations and the Complementary Services Framework, Educational Services will ensure the following:

- Distribution, shared understanding and application of the Policy within its educational institutions;
- Initiation and participation on committees designated for special education in accordance with current law and collective agreements;
- Initiation of an annual review of the Policy among the school service centre management team, Educational Services and the teachers' unions;
- Ongoing pedagogical support and training to school personnel for identified areas of need;
- Collaborate in the planning and organization of appropriate internal and external services to students with special needs including, but not limited to, services with health and social service partners;
- Support and promote the IEP process among school teams by assisting with the identification, evaluation, and follow-up of students with special needs;

- Recognition and support of students with identified needs, including a handicap, learning disability or learning difficulty;
- Solicitation of professionals hired or contracted by the school service centre to participate in assessing students, providing recommendations, and supporting the students and school teams.

4.7. Roles of Attendants and Special Education Technicians

4.7.1 The Role of Attendants

- Attendants work closely with students with physical needs (visual impairments/wheelchairs...) developmental delays, global delays, or limited personal autonomy;
- Attendants provide close physical supervision, continuous individual accompaniment, monitoring and assistance with classroom activities.
- Attendants ensure safe behaviours, emerging social development, and basic communication;
- Attendants work in regular classrooms, learning centers, or in areas within the school specifically designated for individual students needs.

4.7.2 The Role of Special Education Technicians

- Special education technicians work with students individually or in groups. They play a role in adapting/modifying the curriculum, assisting with learning with exams, and providing behavioural support.
- Special education technicians carry out crisis intervention in accordance with the school action plan. They also develop specialized material such as visual tools, behaviour charts, organizational supports, etc. They work proactively with small groups of students on social skills, anger management, learning activities, etc.
- Special education technicians work in regular classrooms, learning centers, special intervention rooms, or in several locations throughout the school.
- Special education technicians may be called upon to collaborate with attendants in coordinating interventions, accompaniment, training, and supporting the implementation of strategies and behaviour interventions. They may also be called upon to support new and less experienced technicians;
- Special education technicians collaborate with different professionals (occupational therapist, speech therapist, psychoeducator) in order to put implement the IEPs and recommendations of professionals.

5. Procedures for Student Referral and Evaluation

5.1. Initial Recognition of a Student's Needs

Once the teacher recognizes a student's needs through observation and trace evidence, he/she:

- Communicates his/her concerns to the school principal;

- Communicates with the parent or guardian regarding the needs, the strategies implemented, and the results obtained.

5.2. Process for Identifying a Student with Special Needs

The principal is responsible for coordinating the process leading to the identification of a student with special needs, and must follow MEQ and school service centre guidelines.

- The principal consults with the teacher and/or school team, whereupon he/she must request additional information;
- The principal requests additional educational assessment or consultation, if needed;
- The principal determines:
 - A. that there is no further need for intervention at this point, **OR**;
 - B. that further action is required, **OR**;
 - C. that the IEP process will follow, involving teachers, parents, the student, support personnel, professionals, and/or external resources.

* Students's Referral Process

Students are referred for support or for evaluation by the school principal with the support of the school team and professionals, when applicable. All required documentation must be forwarded by email to se@csdulittoral.qc.ca in the manner established by Educational Services. See form "Request for Complementary Services" (Appendix B).

The follow-up sheet in Appendix C will be used to follow up with the parents or the student 14 years of age or older and the school administration.

5.3. Follow-up of a Student identified as Having Special Needs

- As soon as a student is formally identified as "at-risk" or of having a diagnosed condition, an IEP must be developed. NOTE: the development of an IEP does not necessarily depend on a diagnostic;
- A change or withdrawal of identification of a student must undergo the same process as described in section 5.2.;
- The school principal must inform the school service centre representative responsible for the special education dossier of the students with an active IEP;
- The school service centre responds to the needs and requests for support from the school administrator. The support may take various forms, including:
 - use of qualified professional and support personnel;
 - evaluation and identification process;
 - recommendation and/or monitoring of specific support measures, as well as an evaluation of their effectiveness, etc.

6. Student Integration

Special needs students may be integrated partially or placed in an alternative setting or program if it is determined that it is in their best interest, and if it is feasible for the local school organization to provide this option.

Specifics related to integration and placement should be defined in the student's IEP.

Conditions for Integration (Ed. Act, s. 235)

Harmonious integration of a student with special needs into a regular group or class is ensured when:

The evaluation of the student's abilities and needs demonstrates the integration would facilitate the student's learning and social integration, and that it would not impose "excessive constraint" or significantly undermine the rights of other students.

7. Transitions

Special consideration must be given to special needs students as they move from cycle to cycle, and from primary to secondary school. Those involved in teaching and supporting students must be advised periodically, and at these stages, as to what services will be offered at the next level or cycle, especially when transitioning from primary to secondary. The MEQ guides related to transitions "Ensuring a Smooth Transition" should be used.

In turn, secondary teachers must be informed of the contents of the IEP for students arriving from primary school.

Additionally, this information may be passed on as students register for adult education sector within the same school service centre, if applicable.

8. Procedures for Student Groupings

Student groups will be formed in accordance with relevant terms found in the teachers' collective agreement.

Section 235 of the Education Act states the right of every student to be integrated into a regular class or group provided that such integration facilitates the student's learning and social integration.

Should integration impose "excessive constraint" or undermine the rights of other students, Educational Services and the school principal may organize various alternative groupings that would better meet the student's educational needs (Ed. Act., s. 235).

In the case of a proposed creation of specialized groups within a school, the parents of the students concerned, as well as the governing board, must be informed of the proposal (Ed. Act, s. 96.15).

The school service centre is responsible for determining the types of groupings required. It may suggest the creation of a specialized group in a particular location. It may also consider alternative arrangements for students who are unable to attend school for an extended period due to an identified illness or handicap, or due to serious social maladjustment.

Section C - Additional Procedures and Information

9. Individual Education Plan (IEP)

The Individual Education Plan is a legal document (see Appendix A).

The IEP targets the concerted actions required to help students succeed.

The IEP process is designed for each student with special needs based on the evaluation of their abilities and their needs. It must be a living document that guides students, parents, and the school team in

achieving the learning goals. It is developed, implemented, evaluated, and reviewed by the educational staff involved with the student.

9.1. The IEP Process

- Prior to establishing the IEP, the teacher must have observed and evaluated the student. He/She must keep all traces of his observations and interventions;
- The principal consults with the student's teacher(s) and decide on the next course of action. He/she may require further information, request additional consultation and/or evaluation of the student.
- If deemed necessary, an ad hoc meeting is called by the principal involving the student's parents, those involved with the student's education, and professionals, when applicable.
- The principal calls the initial IEP meeting and ensures that the IEP takes account of the input and recommendations of personnel and specialists.
- The principal ensures the IEP is signed and dated, and a copy is forwarded to the parents and to Educational Services.

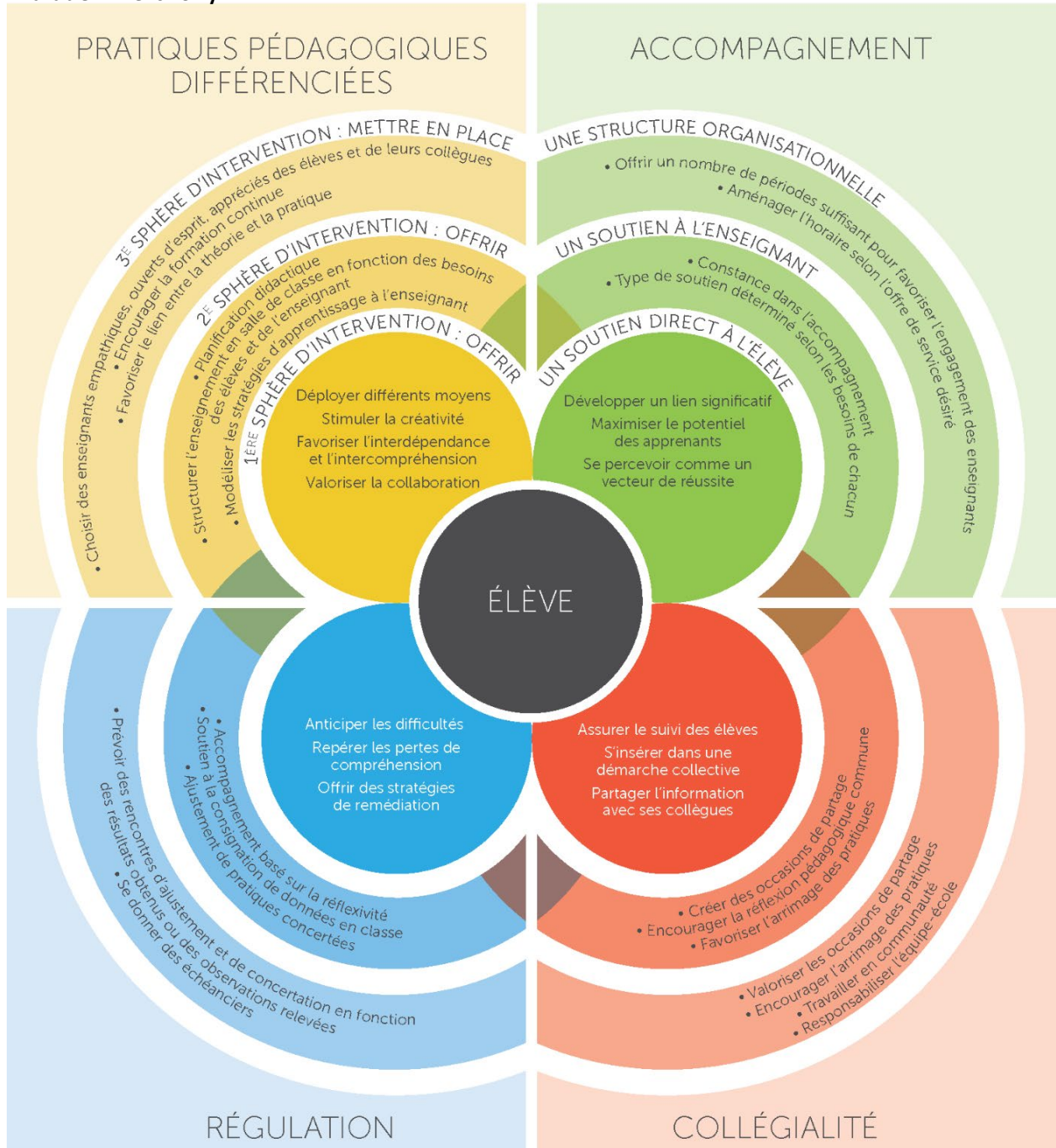
9.2. Evaluation and Monitoring of the IEP

- The principal must ensure that all persons involved in the IEP collaborate to the measures specified in the plan;
- Through regular monitoring of the plan, the principal notes any change to the student's plan and/or may suggest revisions or change to the support services provided to the student;
- As a result of a routine evaluation and in consultation with the ad hoc committee, the principal decides whether to maintain or change the status of the student as being one with special needs. In the event of a change in status, the principal must advise the school service centre in writing;
- Educational Services follows up on the identification, validation, and development of IEPs for its students.

10. Resource Teachers

According to Gordon Porter¹, the resource teacher is “...primarily responsible for providing direct and effective support to classroom teachers, with the goal of enabling all students to be meaningfully included in learning activities in regular classrooms” “...have a secondary responsibility to exceptional students who require individualized supports and services to participate in and benefit from regular classroom instruction.”

Available in French only.



Source : https://adel.uqam.ca/wp-content/uploads/2020/11/BROCHURE-ENSEIGNANT-RESSOURCE_2016.pdf

¹ *Changing Canadian Schools: Perspectives on Disability and Inclusion*
 Edited by Gordon L. Porter and Diane Richler Copyright The Roeher Institute 1991

11. Additional References

11.1. Section 96.14 of the Education Act

In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The plan must be consistent with the school service centre's policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school service centre before the student's placement and enrollment at the school.

The principal sees to the implementation and periodic evaluation of the education plan and informs the student's parents on a regular basis.

11.2. Differentiated Instruction: Take Account of Student Diversity

(Excerpts from the document « *Différentiation pédagogique – Soutenir tous les élèves pour favoriser leur réussite éducative* » (MEQ, 2021).

Differentiated Instruction

The goal of differentiated instruction is the success of all students. It is achieved through teaching, learning and assessment. It consists of adjusting interventions to the diverse abilities, needs and interests of students of different ages, abilities and skills, thus enabling them to make optimal progress in developing the objectives targeted by the program.

Pedagogical Flexibility

Pedagogical flexibility allows for the planning of learning activities as well as in-service learning and assessment situations in which a variety of options are offered to students. It should be emphasized in the various subjects in the classroom. This is not a matter of planning individualized instruction, but rather of taking into account the characteristics of the individual and the group, and offering choices that promote learning for all students. The challenge today is to make pedagogical flexibility more formal and planned, and to have it supported by clear and concerted instructional intent.

With regards to instructional flexibility, four classroom elements can be differentiated:

- Content (knowledge, strategies and skills to be developed);
- Process (activities or learning or assessment situations, pedagogical strategies, interventions and resources);
- Products (different methods to assess the progress, the understanding and the development of skills);
- Learning Environment (the way the classroom works and feels).

Adaptations

Adaptations are an overlay on instructional flexibility for students who need it. Adaptations are essential adjustments that allows a student with significant difficulties (or limitations) to overcome or mitigate a barrier to learning and assessment. It does not change the expectations of the

student. The absence of adaptations appropriate to the student's needs limits the development of skills or the demonstration of learning. The decision to implement such adaptations, for one or more subjects, is based on an analysis of the student's situation as part of the Individual Education Plan process.

When it is implemented, the student mobilizes a set of resources related to the objective in question. In this context, the student continues to learn according to the requirements of the QEP and can also demonstrate his or her learning through the adaptations.

Decisions regarding adaptations must take into account the directives of the Direction de la sanction des études regarding the ministerial examinations for the students concerned.

Modification

The modification is an overlay on the instructional flexibility as well as the adaptations, if applicable. The purpose of this modality is to promote the development of the objectives indicated in the QEP for a student who is unable to meet the requirements of this program in one or more subjects. The decision to modify expectations for a student involves a prior analysis of the subject(s) affected.

Modifying expectations in relation to the requirements of the QEP may be considered for students with special needs or for students whose French language skills temporarily prevent them from achieving or fully demonstrating learning in French. In the case of students with special needs, the decision is made within the framework of the Individual Education Plan. In the case of students receiving reception and support services for learning French, this decision is part of a multidisciplinary analysis.

Personalized expectations for the student, based on the requirements of the QEP, then determine the teaching and assessment for the subject. This modality allows for the targeting of what is appropriate to develop in the student based on the QEP. This means that a different level of success is expected for the student than for all Quebec students at that grade level in one or more subjects. However, this does not necessarily mean that the student will never again follow the regular program. The decision must be reviewed periodically to ensure that it is still the best choice. Finally, since this decision is made as part of the case plan process, parents who participate in the case plan process are informed of the potential impact on the student's academic progress and the obtention of their high school diploma.

Table – Differences between support in the form of pedagogical flexibility, adaptation and modification

<u>Pedagogical flexibility</u>	<u>Adaptation</u>	<u>Modification</u>
<ul style="list-style-type: none"> Allows the student to acquire and demonstrate the same learning as the other students 	<ul style="list-style-type: none"> Allows the student to acquire and demonstrate the same learning as the other students 	<ul style="list-style-type: none"> Allows the student to acquire and demonstrate the learning identified in the IEP
<ul style="list-style-type: none"> Meets the need that arises occasionally, or works in conjunction with an adaptation 	<ul style="list-style-type: none"> Meets a need that arises in several different contexts 	<ul style="list-style-type: none"> Implemented in exceptional cases, to allow the students to progress in a different way that other Quebec students

<ul style="list-style-type: none"> Planned by the teacher 	<ul style="list-style-type: none"> Planned jointly as part of the IEP process 	<ul style="list-style-type: none"> Planned jointly as part of the IEP process
<ul style="list-style-type: none"> Implemented for a specific teaching period or for a specific number of activities 	<ul style="list-style-type: none"> Implemented in the subjects for which the adaptation is needed 	<ul style="list-style-type: none"> Implemented in the subjects for which the modification is needed
		<ul style="list-style-type: none"> Denoted by a distinctive indicator in the report card

11.3. Codes Assigned to Students Following the Validation Process

The following codes are assigned by the MEES following the validation process completed at the school service centre level. The codes are administrative in nature **ONLY**, and are referenced in detail in the MEES document *Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties*.

CODE	DESCRIPTON
14	Severe behaviour disorder
23	Profound intellectual impairment
24	Moderate to severe intellectual impairment
33	Mild motor or organic impairment
34	Language disorder
36	Severe motor impairment
42	Visual impairment
44	Hearing impairment
50	Pervasive development disorder
53	Psychopathological disorder
99	Atypical disorder

APPENDICES

Appendix A - Individualized Education Plan

Appendix B - Request for Complementary Services

Appendix C - Follow-up Sheet

Appendix A - Individualized Education Plan

**INDIVIDUAL EDUCATION PLAN INSERTED IN THE PDF.
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Appendix B - Request for Complementary Services

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Appendix C – Follow-up Sheet