



EFFECTIVE DATE	October 17, 2011
ID CODE	25-039
APPROVAL REQUIRED	General Administration
RESPONSIBILITY FOR FOLLOW-UP	Director of Educational Services

ROADMAP

ADOPTION	October 17, 2011	Ord. 11-124
UPDATE	October 29, 2015	Ord. 15-180
UPDATE	September 24, 2018	Ord. 18-173
UPDATE	May 11, 2022	Ord. 22-084
UPDATE	April 28, 2025	Ord. 25-039

TABLE OF CONTENTS

GLOSSARY	3
SECTION A - CONTEXT FOR THE SPECIAL EDUCATION POLICY	4
1. Context.....	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. Attendant.....	9
4.7.2. Special Education Technician	9
5. Student Integration and Grouping.....	9
5.1. Conditions for Integration (Ed. Act, s. 235)	9
5.2. Student Groupings.....	9
6. Transitions.....	10
7. Student Assistance Approach	10
7.1. For all students	10
7.2. Student's difficulties persist	10
7.3. Student's difficulties persist and adaptation measures must be maintained.....	10
7.4. Difficulties persist despite the development of an IEP.....	11
8. Individualized Education Plan (IEP).....	11
Phases of the Individualized Education Plan.....	12
Data collection and analysis.....	12
Planning of interventions.....	12
Application of the interventions.....	12
Review of the plan.....	13
9. Additional References.....	13
9.1. Section 96.14 of the Education Act	13
9.2. Differentiated Instruction: Take Account of Student Diversity.....	13
APPENDICES	16
APPENDIX A - INDIVIDUALIZED EDUCATION PLAN	17
APPENDIX B - REFERENCE FORM	20
APPENDIX C - EHDA PARITY COMMITTEE	22
APPENDIX D - EHDA SCHOOL-LEVEL COMMITTEE (FOR AT-RISK STUDENTS AND STUDENTS WITH HANDICAPS OR SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES).....	23
APPENDIX E - SPECIAL NEEDS ADVISORY COMMITTEE.....	24
APPENDIX F - STUDENT ASSISTANCE APPROACH – APPLICABLE TO ALL TYPES OF DIFFICULTIES.....	25
APPENDIX G - REQUEST ANALYSIS QUESTIONNAIRE, STUDENT PROFILE	26
APPENDIX H - SMART OBJECTIVES	33
APPENDIX I - SUPPORT PLAN.....	34

GLOSSARY

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.

MEQ document “Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties”, published in 2007.

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 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 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.

MEQ document “Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties”, published in 2007.

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.

MEQ document “Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties”, published in 2007.

Type of files (see the Procedure for the Management of Student Records)

Professional Confidential: It is used to record services rendered to students aged 14 and over, or to the parents of students under 14, to enable them to benefit from professional services. -All information recorded in this file is covered by professional secrecy.

Academic Record: The student's academic record usually includes student's report card, information relative to the student's identity, and general information.

Special Education Record: The special education record includes IEP, and summary reports from professionals. These documents are kept in an administrative office in a filing cabinet or storage unit that ensures confidentiality and may be accessible to educators upon request.

Ad-hoc

A meeting set up by the school's principal to ensure the case study or follow-up of a disabled student or a student with adjustment or learning difficulties, by inviting the people concerned by the situation.

SECTION A - CONTEXT FOR THE SPECIAL EDUCATION POLICY

1. Context

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. All decisions made must be in the best interest of the students.

Our vision

Committed to developing everyone's full potential together.

Our values

- **Engagement:** Centered on a shared vision, engagement refers to perseverance and the pleasure of exceeding our limits daily.
- **Collaboration:** Collaboration is being open to sharing and working together to develop our full potential.
- **Innovation:** Innovation means adapting to the particularities of our environment with kindness and creativity.

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.

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, 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 evaluating handicapped students and students with social maladjustments or learning disabilities; such procedures shall provide for the participation of the parents of the students and of the students themselves unless they are unable to do so (refer to point 4 of this policy).

- Methods for integrating those students into regular classes or groups and into regular school activities as well as support services required for their integration and, if need be, the weighting required to determine the maximum number of students per class or group (refer to point 5 of this policy).
- Terms and conditions for grouping those students in specialized schools, classes, or groups (refer to point 5 of this policy).
- Methods for preparing and evaluating the individualized education plans intended for such students (refer to point 8 of this policy).

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 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, particularly 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.
- Peer-appointed teachers participate in the EHDA Parity Committee, EHDA School-Level Committee and Special Needs Advisory Committee at appendices C, D and E).

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 students with special needs.
- Utilize community and regional resources to assist with the educational progress of students with special needs 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 oversees the implementation and periodic evaluation of the IEP, and keeps parents informed on a regular basis.

- 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, analyzes the information and recommendations submitted, and coordinates the work of the school team in addressing the established needs of the student at ad hoc committee meetings if necessary.
- 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 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.
- Principals must establish a EHDA school-level committee (see Appendix D).

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 (see Appendices C, D and E).
- 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.
- Establish a EHDA parity committee and a special needs advisory committee.

4.7. Roles of Attendants, and Special Education Technicians

4.7.1. Attendant

- Collective agreement for employees and support staff in article 1-2.18, Classification Plan (p. 39).

4.7.2. Special Education Technician

- Collective agreement for employees and support staff in article 1-2.18, Classification Plan (p. 14)

5. Student Integration and Grouping

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.

5.1. 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.

5.2. Student Groupings

Student groups will be formed in accordance with relevant terms found in the teachers' collective agreement (articles 8-8.01 to 8-8.05).

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 grouping 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.

6. 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.

7. Student Assistance Approach

7.1. For all students

- Plan effective universal teaching.
- Adjust universal practices.
- Adjust interventions for students who have not met targets.
- Experiment with strategies and, where appropriate, adaptation measures over a period.

7.2. Student's difficulties persist

- Persons concerned: Teacher, colleagues, and student.
- Developing or modifying a support plan.
- Teacher:
 - Fills in the **request analysis questionnaire, student profile** (see Appendix G) to identify difficulties, keep track of them and make observations.
 - Solicits informal support from school colleagues.
 - Experiment suggested strategies and, where appropriate, adaptation measures recommended by the professionals.
 - Targets difficulties.
 - Insert support plan in Mozaïk (if possible).
 - Implements the support plan for 4 to 6 weeks.
 - Discusses with the student to help him gain awareness of his difficulties (metacognition).
 - Informs parents and principals.
 - Monitors the support plan.
 - Revises support plan as needed.
 - Maintains a record of the strategies implemented in the support plan.

7.3. Student's difficulties persist and adaptation measures must be maintained

- Persons concerned: Teacher, colleagues, principal, parents, and student.
- Teacher:
 - Fills out the **reference form** (see appendix B) to explain the situation to the principal and continues with the current support plan.

- Principal:
 - Must respond to the teacher's request within 10 working days, outlining next steps and recommendations.
 - Invites those concerned (staff members) by the student's difficulties to an ad hoc meeting of the EHDA school committee.
 - Adjusts the support plan.
 - Decide whether an individualized education plan (IEP) is required within 15 working days of making recommendations.
 - Ensures that the functional adaptation measures are documented in the IEP (see Appendix A).
 - Maintains a record of the strategies implemented in the support plan or IEP.
 - Maintains the student's file updated in the student management system (GPI), indicating whether the student has an IEP. As soon as a student is formally identified as being "at-risk" or having a diagnosed condition, an IEP must be developed. NOTE: the development of an IEP does not necessarily depend on a diagnosis.

7.4. Difficulties persist despite the development of an IEP

- Persons concerned: Teacher, colleagues, principal, educational services (multi-team), parents and student.
- Teacher and principal:
 - Presents the student's file (support plan, traces, and IEP) at a CSSL multi-team meeting to obtain the support of educational services with the help of the school principal.
 - Implements recommendations made by professional specialists.
 - Ensures that functional adaptation measures are documented in the IEP if they are essential for assessments (see Appendix A).
 - Maintains a record of the strategies implemented in the IEP.
- The multidisciplinary team, in collaboration with the teacher and principal:
 - Analyzes the file at the multi-team meeting.
 - Sees if there are other recommendations to be implemented and recommends withdrawal of recommendations if necessary.
- When everything seems to have been tried on the school's side, the multiteam:
 - Makes a request for consultation with external specialist professionals according to the difficulties encountered, with the help of the school principal if necessary;
 - Organizes assessment by professionals according to the student's difficulties, if necessary, after the consultation with the help of the school team.

* All documents required for accompaniment or evaluation must be sent by e-mail to se@cssdulittoral.gouv.qc.ca in the manner established by Educational Services.

8. Individualized Education Plan (IEP)

The intervention plan is a legal document (see Appendix A).

The IEP focuses on the concerted measures required for student success.

It is a process designed for each student with special needs, based on an assessment of the student's abilities and needs. This process must take the form of an evolving document that guides students, parents, and the school team in the achievement of set objectives. It is designed, implemented, evaluated, and revised by the educational staff involved with the student.

An intervention plan should be drawn up when any or all the following situations arise:

- The student's complex situation is such that a more sustained and coordinated effort is required on the part of the student, teacher(s), parents, principal and, in some cases, other players inside or outside the school, to find solutions to the difficulties encountered and thus enable the student to progress.
- The student's situation calls for the introduction of specialized resources or for certain adjustments (teaching strategies, adapted materials, specific resources, etc.) in addition to the actions normally taken by the teacher, in cooperation with the cycle teams, to adjust his or her actions to the student's needs.
- The student's situation requires certain decisions that will have an impact on the student's educational path, such as decisions concerning adjustments to evaluation methods, departures from the Basic School Regulation or special orientations regarding the student's education path or placement.

Phases of the Individualized Education Plan

The individualized education plan is part of a dynamic, ongoing process in which the student and his or her success is the constant focus. The following proposes a process divided into four independent phases covering all the components of the plan.

Principals, in collaboration with the people around the student, must follow the following steps:

Data collection and analysis

- Read through the student's prior records.
- Examine the student's recent work.
- Consult the student, parents, school staff and any other people concerned.
- Perform evaluations where necessary.
- Consider the effectiveness of the various interventions, especially with regard to differentiated teaching.
- Examine and interpret all available information on the student's situation.

Planning of interventions

- Hold a meeting organized by the principal and attended by the parents, the student and the educational staff involved with the student, including professionals where appropriate.
- Pool all information on the student's situation (strengths, difficulties, etc.).
- Reach consensus on prioritizing the student's needs.
- Define SMART objectives (see Appendix H).
- Determine means: strategies, resources, time frame.
- Record the information.
- Ensure that the IEP is signed and dated, and that a copy is sent to parents and Educational Services.

Application of the interventions

- Inform everyone concerned.

- Ensure that all those involved in the IEP cooperate with the measures set out in the plan.
- Implement and monitor the various methods.
- Evaluate the student's progress on a continuous basis.
- Adjust the interventions to suit the student's situation and development.
- Maintain communications with the parents.

Review of the plan

- Review and evaluate the individualized education plan, maintaining or altering some or all of its elements in relation to the student's situation, in consultation with the student and his or her parents.
- Maintain or modify the student's special needs status following a routine evaluation and in partnership with those involved in the IEP.

Source: [*The individualized education plan... helping students achieve success: Reference Framework for the Establishment of Individualized Education Plans*](#) (Ministère de l'Éducation, 2004, p. 22;25).

9. Additional References

9.1. 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 shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

9.2. Differentiated Instruction: Take Account of Student Diversity

(Excerpts from the document « [*Differentiated Instruction – Helping all Students Achieve Educational Success*](#) » (MEQ, 2021).

“The input of each member of the school team is essential in order to know a student well and provide them with the desired support. Pooling all resources in the search of solution and focusing efforts on a common goal constitute the bases of the collaborative practices needed to implement differentiated instruction.”

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 considering 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 consider 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

Pedagogical flexibility	Adaptation	Modification
Allows the student to acquire and demonstrate the same learning as the other students	Allows the student to acquire and demonstrate the same learning as the other students	Allows the student to acquire and demonstrate the learning identified in the IEP
Meets the need that arises occasionally , or works in conjunction with an adaptation	Meets a need that arises in several different contexts	Implemented in exceptional cases, to allow the students to progress in a different way that other Quebec students
Planned by the teacher	Planned jointly as part of the IEP process	Planned jointly as part of the IEP process
Implemented for a specific teaching period or for a specific number of activities	Implemented in the subjects for which the adaptation is needed	Implemented in the subjects for which the modification is needed
		Denoted by a distinctive indicator in the report card

APPENDICES

Appendix A - Individualized Education Plan

Appendix B – Reference Form

Appendix C - EHDAA Parity Committee

Appendix D - EHDAA School-Level Committee

Appendix E - Special Needs Advisory Committee

Appendix F - Implementation Process of the Special Education Policy

Appendix G – Request Analysis Questionnaire, Student Profile

Appendix H - SMART Objectives

APPENDIX A - INDIVIDUALIZED EDUCATION PLAN

Links:

- [Framework – Individualized Education Plan](#)
- [Guide to Using the Framework for Developing Individualized Education Plans \(IEPs\)](#)

Centre
de services scolaire
du Littoral
Québec

Éducation,
Loisir et Sport
Québec



Individualized Education Plan

<input type="text"/> Student's first name and family name	<input type="text"/> Permanent code	<input type="text"/> years old Age on September 30	<input type="text"/> - <input type="text"/> School year
<input type="text"/> Father	<input type="text"/> Mother	<input type="text"/> Guardian	<input type="text"/> Title
<input type="text"/> Group	<input type="text"/> Type of path	<input type="text"/> Cycle year/Cycle	<input type="text"/> Year of attending school

<input type="text"/> - <input type="text"/> - <input type="text"/> Date opened	<input type="text"/> - <input type="text"/> - <input type="text"/> Date closed	Revision-evaluation date <input type="text"/> - <input type="text"/> - <input type="text"/>
		Next meeting date <input type="text"/> - <input type="text"/> - <input type="text"/>

Abilities

Needs

Objective		Date	-	-	
		Expiration	-	-	
Types of intervention	Means <input type="checkbox"/>	Means-adaptation <input type="checkbox"/>	Means-modification <input type="checkbox"/>		
Identification of means				Person Responsible	
Comments					

Signatures



Student



Father



Mother



Guardian - Title



Teacher



Teacher



Principal



Date



Host



Date

APPENDIX B - REFERENCE FORM



REFERENCE FORM

Reference Form 8-9.07

CONFIDENTIAL DOCUMENT

SCHOOL _____

STUDENT INFORMATION												
Name:				First Name:				Date of Birth:				
Teacher's Name:				Grade Level:				Code EHDA:				
Child's First Language: <input type="checkbox"/> French <input type="checkbox"/> English <input type="checkbox"/> Other:												
REFERRAL REASON(S)												
<input type="checkbox"/> Learning			<input type="checkbox"/> Behavioural			<input type="checkbox"/> Vision			<input type="checkbox"/> Communication and Language			
<input type="checkbox"/> Motor and Sensory			<input type="checkbox"/> Emotional			<input type="checkbox"/> Hearing			<input type="checkbox"/> Other:			
<input type="checkbox"/> Affective and Social			<input type="checkbox"/> Attention and concentration			<input type="checkbox"/> Physical Health						
ACADEMIC RESULTS (CURRENT YEAR)												
Language of Instruction				Second Language				Math				
	1	2	3		1	2	3		1	2	3	
Reading				Reading				Problem solving				
Writing				Writing				Reasoning				
Justification/Precision:												
Has the student previously repeated a grade?				<input type="checkbox"/> YES		<input type="checkbox"/> NO		Indicate the year:				
SITUATION DESCRIPTION												
<i>Please provide a concise overview of the current situation</i>												
Strengths Observed:												
Challenges Identified:												
Duration of Challenges:				<input type="checkbox"/> Beginning of Schooling				<input type="checkbox"/> Start of the current school year				
				<input type="checkbox"/> Recently:				<input type="checkbox"/> Other:				
Are these challenges recognized by others:				<input type="checkbox"/> Daycare				<input type="checkbox"/> Special Ed. Tech.		<input type="checkbox"/> Orthopedagogy		
				<input type="checkbox"/> Other Teachers:				<input type="checkbox"/> Other:				
INTERVENTIONS IMPLEMENTED BY THE TEACHER TO ADDRESS STUDENT NEEDS												
An Individualized Education Plan has been developed:				<input type="checkbox"/> YES		<input type="checkbox"/> NO		Date of the last IEP:				
<input type="checkbox"/> I requested the student to share his perspective on the situation, and I conveyed my viewpoint.												
<input type="checkbox"/> The student and I have established clear objectives and outlined the commitments of both parties.												
<input type="checkbox"/> Review of the special education file												
<input type="checkbox"/> Consultations with the principal												
<input type="checkbox"/> Discussions with other teachers												
<input type="checkbox"/> Consultations with resources of the milieu												
<input type="checkbox"/> Other:												

I have implemented the following measures for flexibility, adaptation, or modification:	
Have these interventions resulted in a change in the situation?	

INTERVENTIONS CARRIED OUT BY OTHER STAKEHOLDERS		
At school , the student currently receives support from one or more of the following services:	Stakeholder	Type of Intervention
Outside of school , the student has gained or is currently gaining benefits from one or more of the following services:		
Specify the type of work performed:		
ENGAGEMENT WITH PARENTS		
Do parents collaborate with the school?		<input type="checkbox"/> YES <input type="checkbox"/> NO
Do parents align with the school's vision regarding the situation?		<input type="checkbox"/> YES <input type="checkbox"/> NO
Have parents been informed of this request?	Methods of communication utilized:	Date:
SUPPORT SERVICES REQUIRED		
<input type="checkbox"/> Orthopedagogy	<input type="checkbox"/> Special Education	<input type="checkbox"/> Psychology/Neuropsychology
<input type="checkbox"/> Speech-Language Therapy	<input type="checkbox"/> Psychoeducation	<input type="checkbox"/> Rééducation Counseling
<input type="checkbox"/> Support for Visual Impairments	<input type="checkbox"/> Social Work	<input type="checkbox"/> Occupational Therapy
<input type="checkbox"/> Guidance Counseling	<input type="checkbox"/> Other:	
Please clarify your expectations:		
Teacher's Signature:		Date:
PRINCIPAL'S DECISION		
<i>8-9.08 A) After receiving the teacher's description of the situation, the school administration shall give its decisions in writing, as far as possible within 10 working days following receipt of the form</i>		
<input type="checkbox"/> Set up an individualized education plan team (8-9.09 B)		
<input type="checkbox"/> Referral for multiteam meeting		
<input type="checkbox"/> Direct referral to the following professional:		
<input type="checkbox"/> Other:		
Comments:		
Principal's Signature:		Date:

WE ADVISE THAT YOU MAINTAIN A COPY OF THIS CONFIDENTIAL DOCUMENT FOR YOUR RECORDS.

APPENDIX C - EHDAA PARITY COMMITTEE

8-9.04 Parity school service centre committee for at-risk students and students with handicaps or social maladjustments or learning difficulties

- A) The school service centre and the union shall set up a parity committee for at-risk students and students with handicaps or social maladjustments or learning difficulties.

The committee shall be made up of an equal number of representatives of the school service centre and representatives of teachers.

At the request of either one of the parties, the committee may add other resources.

The school service centre or the committee may also invite representatives of another personnel category to participate.

- B) For the purposes of this committee's duties, the school service centre shall provide all of the information provided for in Part I of Appendix 31.

- C) Mandate of the committee:

The committee's mandate is to:

- 1) make recommendations concerning the distribution of available resources between the school service centre and the schools;
 - 2) make recommendations concerning the development and revision of the school service centre's policy on the organization of educational services for students with handicaps or social maladjustments or learning difficulties;
 - 3) make recommendations concerning integration procedures and support services, as well as procedures for grouping students together in specialized classes;
 - 4) make recommendations concerning the implementation of the school service centre policy, in particular on the organization of services;
 - 5) make recommendations concerning the form found in clause 8-9.07;
 - 6) monitor the application of Appendix 31;
 - 7) deal with any problems referred by the parties.
- D) If, in its decisions, the school service centre does not follow the committee's recommendations, it must notify committee members of its reasons in writing.
- E) The school service centre and the union agree on an internal mechanism for solving difficulties that might arise at the school-level committee or between the teacher and the school administration with respect to clause 8-9.08.

APPENDIX D - EHDA SCHOOL-LEVEL COMMITTEE (FOR AT-RISK STUDENTS AND STUDENTS WITH HANDICAPS OR SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES)

8-9.05 School-level committee for at-risk students and students with handicaps or social maladjustments or learning difficulties

- A) A school-level committee shall be set up.
- B) The committee shall be made up of:
 - 1) the school administration or representative;
 - 2) no more than three teachers appointed by the participating body of teachers;
 - 3) at the request of either one of the parties, the committee may add, in particular, a nonteaching professional or a support staff member who works regularly with at-risk students or students with handicaps or social maladjustments or learning difficulties.
- C) The committee shall seek a consensus on its actions.
- D) The committee's mandate shall be to make recommendations to the school administration concerning all aspects of the organization of services for at-risk students and students with handicaps or social maladjustments or learning difficulties, at the level of the school, and in particular on:
 - the school's needs with respect to these students;
 - the organization of services based on the available resources allocated by the school service centre: service models, criteria for the use and distribution of services.
- E) If the school administration does not take into account the committee's recommendations in its decisions, the school administration must notify the committee members of its reasons in writing.
- F) Should the committee fail to function properly, it may submit the case to the committee provided for in clause 8-9.04 or the mechanism provided for in subclause E) of clause 8-9.04.
- G) The committee's mandate shall not include receiving the requests provided for in section 3.

APPENDIX E - SPECIAL NEEDS ADVISORY COMMITTEE

The **Special Needs Advisory Committee (SNAC)** has the mandate to advise the Centre de services scolaire on the following:

- Special Education Policy;
- Allocation of financial resources to the services intended for those students.

The committee may also advise the school service center on the application of the individualized education plan to a handicapped student or a student with social maladjustments or learning disabilities.

The committee shall be composed of:

- Parents of students with special needs designated by the Parents' Committee. Parent members must be in the majority (Consequently, there must be a minimum of eight (8) and a maximum of ten (10));
- Representatives of teachers, non-teaching professional staff and support staff, **designated by the associations representing them** at the school service centre and **chosen from** among those who **provide services to students with special needs**;
- Representatives of organizations providing services to handicapped students or students with social maladjustments or learning disabilities, **designated by the Administrator after consultation with these organizations**;
- School principal designated by the administrator;
- The Administrator or his/her representative and the Director of Educational Services or his/her representative attend committee meetings, but do not have the right to vote.

APPENDIX F - STUDENT ASSISTANCE APPROACH – APPLICABLE TO ALL TYPES OF DIFFICULTIES

For all students		<ul style="list-style-type: none"> 1- Develop and implement effective universal education strategies; 2- Refine universal practices; 3- Tailor interventions for students who have not achieved the set targets; 4- Explore different strategies and, if required, implement adaptive measures for a designated period.
Student's difficulties persist		
1	<p>Elaborate or modify a support plan</p> <p>Teacher, colleagues and student</p>	<p>The teacher:</p> <ul style="list-style-type: none"> - Completes the request analysis questionnaire, student profile (Appendix G) to identify challenges, document traces and observations; - Seeks informal assistance from colleagues within the school; - Experiments different strategies and, where appropriate, suggested adaptive measures. - Identifies challenges; - Inserts the support plan into Mozaik, as applicable to the school; - Implements the support plan for a duration of 4 to 6 weeks; - Engages in discussions with the student to promote awareness of their challenges (metacognition); - Communicates updates with parents and principal; - Monitors the support plan; - Revises the support plan as necessary; - Maintains records of the approaches that have been implemented in the support plan.
Adaptive measures must be maintained		
2	<p>Student's difficulties persist and adaptive measures must be maintained</p> <p>Teacher, colleagues, principal, parents and student</p>	<p>The teacher:</p> <ul style="list-style-type: none"> - Completes the reference form (Appendix B) to communicate the situation to the school principal and proceeds with the existing support plan; <p>The principal:</p> <ul style="list-style-type: none"> - Responds to the teacher's request within 10 business days, outlining the next steps and recommendations; - Invites all those involved (staff members) to an ad-hoc meeting of the EHDA school committee to discuss the student's difficulties; - Make necessary adjustments to the support plan; - Determine the necessity of an individualized education plan (IEP) within 15 working days following the recommendations; - Ensures that effective adaptive measures are incorporated into the IEP; - Maintains records of the approaches that have been implemented in the support plan or IEP.
3	<p>Difficulties persist despite the development of an IEP</p> <p>Teacher, colleagues, principal, educational services (multi-team), parents and student</p>	<p>The teacher and the principal:</p> <ul style="list-style-type: none"> - Presents the student's file (support plan, traces and IEP) during a CSSL multi-team meeting to secure the support of educational services alongside the school principal; - Implements recommendations provided by professional specialists; - Ensures that effective adaptive measures are incorporated into the IEP if they are necessary for evaluations; - Maintains records of the approaches that have been implemented in the IEP. <p>The multi-disciplinary team with the collaboration of the teacher and the principal:</p> <ul style="list-style-type: none"> - Analyzes the file during a multi-team meeting; - Evaluates any additional recommendations for implementation and advises on the withdrawal of recommendations if deemed necessary. <p>When all available options have been explored within the school, the multi-disciplinary team:</p> <ul style="list-style-type: none"> - Requests consultation with external specialists based on the difficulties identified, with the support of the principal as needed; - Organizes professional evaluations based on the student's needs, as determined following the consultation.
		<p>Individualized Education Plan</p> <p>When adaptive measures are necessary for evaluations or to support the student's effective functioning in the classroom, an individualized education plan should be implemented.</p> <p>Ensure that the student is included on the list of at-risk students in GPI in collaboration with the principal.</p> <p><u>An individualized education plan should be established when one or more of the following situations arises:</u></p> <ul style="list-style-type: none"> - The student's complex situation is such that a more sustained and coordinated effort is required on the part of the student, teacher(s), parents, principal and, in some cases, other players inside or outside the school, to find solutions to the difficulties encountered and thus enable the student to progress. - The student's situation calls for the introduction of specialized resources or for certain adjustments (teaching strategies, adapted materials, specific resources, etc.) in addition to the actions normally taken by the teacher, in cooperation with the cycle team, to adjust his or her actions to the student's needs. - The student's situation requires certain decisions that will have an impact on the student's educational path, such as decisions concerning adjustments to evaluation methods, departures from the Basic School Regulation or special orientations regarding the student's educational path or placement. <i>Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans</i> (ministère de l'Éducation, 2004, p. 22). <p>PHASES OF THE INDIVIDUALIZED EDUCATION PLAN <i>Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans</i> (ministère de l'Éducation, 2004, p. 25).</p> <p>The individualized education plan is part of a dynamic, ongoing process in which the student and his or her success is the constant focus. This process divided into four interdependent phases covers all the components of the plan.</p> <p>DATA COLLECTION AND ANALYSIS</p> <ul style="list-style-type: none"> - Read through the student's prior records. - Examine the student's recent work. - Consult the student, parents, school staff and any other people concerned. - Perform evaluations where necessary. - Consider the effectiveness of the various interventions, especially with regard to differentiated teaching. - Examine and interpret all available information on the student's situation. <p>PLANNING OF INTERVENTIONS</p> <ul style="list-style-type: none"> - Conduct a meeting organized by the principal, with participation from parents, the student, and the educational personnel involved, including relevant professionals if necessary. - Pool all information on the student's situation (strengths, difficulties, etc.). - Reach a consensus on prioritizing the student's needs. - Establish SMART objectives. - Determine means: strategies, resources, time frame. - Record the information. - Ensure that the IEP is signed and dated, and that a copy is distributed to the parents and Educational Services. <p>APPLICATION OF THE INTERVENTIONS</p> <ul style="list-style-type: none"> - Inform everyone concerned. - Ensure that all individuals involved in the IEP collaborate effectively on the measures outlined in the plan. - Implement and monitor the various methods. - Evaluate the student's progress on a continuous basis. - Adjust the interventions to suit the student's situation and development. - Maintain communications with the parents. <p>REVIEW OF THE PLAN</p> <ul style="list-style-type: none"> - Review and evaluate the individualized education plan, maintaining or altering some or all of its elements in relation to the student's situation, in consultation with the student and his or her parents. - Ensure the student's special needs status is upheld or adjusted as necessary after a routine evaluation, in collaboration with all those involved in the IEP.

APPENDIX G - REQUEST ANALYSIS QUESTIONNAIRE, STUDENT PROFILE

REQUEST ANALYSIS QUESTIONNAIRE STUDENT PROFILE

Please complete the following questionnaire to the best of your ability, as it will help provide a comprehensive understanding of the student.

CONFIDENTIAL

_____ Name of Student	_____ Date of Birth
_____ Level	_____ School
_____ Questionnaire completed by	_____ Date

GENERAL INFORMATION

The student presents difficulties with:	<input type="checkbox"/> Learning	<input type="checkbox"/> Adaptation
Since when?	<input type="checkbox"/> Beginning of schooling	<input type="checkbox"/> Beginning of this school year
	<input type="checkbox"/> Other (specify) :	<input type="checkbox"/> Recently
Is the student currently failing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If so, in which subject(s)?		
<input type="checkbox"/> French – reading	<input type="checkbox"/> English – reading	<input type="checkbox"/> Sciences/Technology
<input type="checkbox"/> French – writing	<input type="checkbox"/> English – writing	<input type="checkbox"/> Geography/History
<input type="checkbox"/> French – oral	<input type="checkbox"/> English – oral	<input type="checkbox"/> Arts
<input type="checkbox"/> Autre (précisez) :		<input type="checkbox"/> Mathematics – reasoning
		<input type="checkbox"/> Mathematics – problem solving
		<input type="checkbox"/> Physical Education
Has the student repeated a level?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
		If so, please specify which level:
Personnel currently engaged with the student?	<input type="checkbox"/> OT	<input type="checkbox"/> Orthopédagogue
	<input type="checkbox"/> SLP	<input type="checkbox"/> Special Ed. Tech.
		<input type="checkbox"/> Neuropsychologist
		<input type="checkbox"/> Other:
Has an IEP been developed or updated since the beginning of the school year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the student frequently miss school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	If so, outline primary reasons?	
Does the student wear glasses?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Uncertain	
Is the student experiencing any hearing difficulties?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Uncertain	
Does the student have any other medical conditions that may impact their learning?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Uncertain	
	If so, which ones:	
Which characteristics would you use to describe the student?		
<input type="checkbox"/> Anxious	<input type="checkbox"/> Shy	<input type="checkbox"/> Controlling
<input type="checkbox"/> Solitary	<input type="checkbox"/> Hyperactive	<input type="checkbox"/> Afraid of failure
<input type="checkbox"/> Impulsive	<input type="checkbox"/> Oppositional	<input type="checkbox"/> Not confident
		<input type="checkbox"/> Sensitive to change
		<input type="checkbox"/> Needs to be encouraged

FUNCTIONING AND BEHAVIOUR OF STUDENT

Please indicate the factors that appear to influence the student's learning:

PERCEPTIONS AND SENSES, the student...	
May be experiencing visual difficulties (rubbing eyes, examining materials closely...)	<input type="checkbox"/>
Seeks sensory stimulation (touches everything, moves, puts objects in his mouth, smells objects...)	<input type="checkbox"/>
Suffers from headaches or migraines	<input type="checkbox"/>
Has difficulty copying information (omits letters when transcribing information from the board)	<input type="checkbox"/>
Tends to speak loudly	<input type="checkbox"/>
Frequently asks you to repeat	<input type="checkbox"/>
Is easily distracted by surrounding noise	<input type="checkbox"/>
Frequently intrudes into others' personal space	<input type="checkbox"/>
Avoids noisy places or loud or unusual sounds	<input type="checkbox"/>
Has difficulty learning to read	<input type="checkbox"/>
Puts objects in his mouth	<input type="checkbox"/>

Manipulates surrounding objects (searches for tactile stimulations)	<input type="checkbox"/>
Does not seem to feel pain, hunger, thirst or when they need to go to bathroom	<input type="checkbox"/>

Comments:

MOTOR SKILLS, the student...

Experiences challenges with gross motor skills (running, sports...)	<input type="checkbox"/>
Faces difficulties with fine motor skills (calligraphy, using scissors, coloring...)	<input type="checkbox"/>
Frequently drops things	<input type="checkbox"/>
Experiences challenges with age-appropriate craft activities (using scissors, glue, drawing...)	<input type="checkbox"/>
Demonstrates difficulties maintaining a stable posture while seated at the desk	<input type="checkbox"/>
Refuses to participate in some motor activities	<input type="checkbox"/>

Comments:

COGNITIVE SKILLS, the student has difficulty...

With spatial orientation (ex. mixes up left and right, cannot situate themselves)	<input type="checkbox"/>
Learning time and temporal sequence notions	<input type="checkbox"/>
Remembering what they hear (auditory memory)	<input type="checkbox"/>
Remembering what they see (visual memory)	<input type="checkbox"/>
Initiating, executing and completing a project with defined steps	<input type="checkbox"/>
Identifying and correcting their mistakes	<input type="checkbox"/>

Comments:

RECEPTIVE LANGUAGE, the student has difficulty...

Understanding instructions	<input type="checkbox"/>
Appropriately answering questions	<input type="checkbox"/>
Understanding jokes and figures of speech	<input type="checkbox"/>
Participating in class discussions	<input type="checkbox"/>

Comments:

EXPRESSIVE LANGUAGE, the student...

Uses incomplete sentences	<input type="checkbox"/>
Has a poor and limited vocabulary	<input type="checkbox"/>
Pauses to search for words	<input type="checkbox"/>
Uses empty words (things, stuff...)	<input type="checkbox"/>
Has difficulty pronouncing some words	<input type="checkbox"/>
Uses gestures instead of words	<input type="checkbox"/>
Does not ask questions or express their needs	<input type="checkbox"/>
Expresses their ideas in a vague and ambiguous way	<input type="checkbox"/>
Tells a story in an incoherent way	<input type="checkbox"/>
Has difficulty retelling a movie or an event	<input type="checkbox"/>
Is often off topic during a discussion	<input type="checkbox"/>
Has difficulty making themselves understood by their peers	<input type="checkbox"/>

Comments:

READING				
Reading	<input type="checkbox"/> Below phonetic	<input type="checkbox"/> Phonetic	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Fluent
Comprehension	<input type="checkbox"/> Very weak	<input type="checkbox"/> Weak	<input type="checkbox"/> Adequate	
The student...				
Reads slowly and in a choppy way				<input type="checkbox"/>
Skips words or lines when reading				<input type="checkbox"/>
Makes numerous mistakes when reading				<input type="checkbox"/>
Swaps letters when reading or writing				<input type="checkbox"/>
Makes visual or auditory errors				<input type="checkbox"/>
Makes mistakes when naming letters				<input type="checkbox"/>
Does not recognize sight words				<input type="checkbox"/>
Shows no interest towards books or texts				<input type="checkbox"/>
Has more difficulty with reading and writing than with other skill areas				<input type="checkbox"/>
Does not remember what they read				<input type="checkbox"/>
Comments:				

WRITING			
Spelling	<input type="checkbox"/> Very weak	<input type="checkbox"/> Weak	<input type="checkbox"/> Adequate
Grammar	<input type="checkbox"/> Very weak	<input type="checkbox"/> Weak	<input type="checkbox"/> Adequate
Written composition	<input type="checkbox"/> Very weak	<input type="checkbox"/> Weak	<input type="checkbox"/> Adequate
The student...			
Does not use plural forms of words			<input type="checkbox"/>
Writes phonetically			<input type="checkbox"/>
Has difficulty with word boundaries			<input type="checkbox"/>
Has difficulty writing the alphabet in the right order			<input type="checkbox"/>
Has difficulty expressing their ideas in writing			<input type="checkbox"/>
Does not apply the strategies taught in class			<input type="checkbox"/>
Has difficulty finding ideas (writer's block)			<input type="checkbox"/>
Comments:			

MATHEMATICS			
Mathematics	<input type="checkbox"/> Very weak	<input type="checkbox"/> Weak	<input type="checkbox"/> Adequate
The student...			
Has difficulty counting		<input type="checkbox"/>	
Confuses mathematical symbols		<input type="checkbox"/>	
Swaps digits		<input type="checkbox"/>	
Has difficulty learning the multiplication and division tables		<input type="checkbox"/>	
Is better in calculating than in problem solving		<input type="checkbox"/>	
Comments:			

SOCIAL

Expériences bullying	<input type="checkbox"/>
Engages in bullying behavior towards others	<input type="checkbox"/>
Is easily influenced by others	<input type="checkbox"/>
Experiences challenges in creating and maintaining friendships, higher frequency of conflicts compared to their peers	<input type="checkbox"/>

The student...

Does not listen to the person who is speaking	<input type="checkbox"/>
Has difficulty respecting communication rules	<input type="checkbox"/>
Is isolated or socially withdrawn	<input type="checkbox"/>
Has relational difficulties with adults	<input type="checkbox"/>
Is insensitive to the feelings of others	<input type="checkbox"/>
Regularly gets involved in conflicts or provokes others	<input type="checkbox"/>
Maintains harmonious relationships	<input type="checkbox"/>

Comments:

EMOTIONS AND BEHAVIOUR, the student...

Shows signs of opposition	<input type="checkbox"/>
Is aggressive towards their peers	<input type="checkbox"/>
Ignores/transgresses the classroom rules	<input type="checkbox"/>
Has difficulty handling failure	<input type="checkbox"/>
Has difficulty managing or expressing their emotions	<input type="checkbox"/>
Has low motivation or makes little effort	<input type="checkbox"/>
Changes moods quickly	<input type="checkbox"/>
Quits easily when confronted with difficulties	<input type="checkbox"/>
Shows signs of frustration in class	<input type="checkbox"/>
Has fluctuating performance on different days	<input type="checkbox"/>
Quickly switches from one activity to another	<input type="checkbox"/>
Has difficulty following instructions	<input type="checkbox"/>
Starts working before instructions are complete	<input type="checkbox"/>
Has fixed ideas, limited interests, quirks	<input type="checkbox"/>
Forgets or loses his school supplies	<input type="checkbox"/>
Has difficulty staying on task	<input type="checkbox"/>
Is slow to complete work	<input type="checkbox"/>
Moves constantly	<input type="checkbox"/>
Seems tired	<input type="checkbox"/>
Is talkative	<input type="checkbox"/>
Has difficulty admitting they are wrong	<input type="checkbox"/>
Disturbs others	<input type="checkbox"/>
Is slow to start a task	<input type="checkbox"/>
Is disorganized	<input type="checkbox"/>

Comments:

DIFFERENTIATION MEASURES

Stratégie qui ne fonctionne pas après 4 semaines		Stratégie qui ne fonctionne pas après 4 semaines		
Stratégie essayée et aidante		Stratégie essayée et aidante		
STEPS TAKEN	<input type="checkbox"/> Call the parents or guardians	<input type="checkbox"/> Consult with other teachers from the school		
	<input type="checkbox"/> Meet the parents or guardians	<input type="checkbox"/> Consult the pedagogical consultants		
	<input type="checkbox"/> Meet the student	<input type="checkbox"/> Create or update the IEP		
	<input type="checkbox"/> Meet the school principal	<input type="checkbox"/> Homework assistance and/or remediation sessions		
	<input type="checkbox"/> Others:			
LEARNING	<input type="checkbox"/> Reduce homework	<input type="checkbox"/> Review information individually		
	<input type="checkbox"/> Modify homework	<input type="checkbox"/> Propose peer tutoring activities		
	<input type="checkbox"/> Ask the student to reformulate what he read	<input type="checkbox"/> Give more time (one third)		
	<input type="checkbox"/> Use assistive technology (computer, C-PEN...)	<input type="checkbox"/> Differentiate the tasks by working in groups		
	<input type="checkbox"/> Repeat instructions	<input type="checkbox"/> Provide idea triggers		
	<input type="checkbox"/> Rephrase instructions	<input type="checkbox"/> Provide blank graphic organizers		
	<input type="checkbox"/> Clarify instructions	<input type="checkbox"/> Underline key words or sentences in the instructions		
	<input type="checkbox"/> Divide the task into small steps	<input type="checkbox"/> Allow the use of reference material and memory aids		
	<input type="checkbox"/> Give concrete examples	<input type="checkbox"/> Allow the use of the Eurêka dictionary		
	<input type="checkbox"/> Handling concrete material	<input type="checkbox"/> Allow the use of an electronic dictionary		
	<input type="checkbox"/> Insist on key words	<input type="checkbox"/> Use a reader (except during reading evaluations)		
	<input type="checkbox"/> Use demonstrations	<input type="checkbox"/> Encourage repeated reading		
	<input type="checkbox"/> Use of technological tools	Help function	Software	
	<input type="checkbox"/> Others:			
ATTENTIONAL AND SENSORIMOTOR	<input type="checkbox"/> Use noise-cancelling earmuffs during noisy activities	<input type="checkbox"/> Speak more slowly		
	<input type="checkbox"/> Use a booth/screen/cubicle during tasks requiring more concentration	<input type="checkbox"/> Reduce visual stimulations (posters, too much information on the board, etc.)		
	<input type="checkbox"/> Give the student opportunities to move	<input type="checkbox"/> Allow the use of pedal desks during listening tasks		
	<input type="checkbox"/> Use flexible seating options (stools, cushions, standing desk, etc.)	<input type="checkbox"/> Provide objects to manipulate or touch (fidget, velcro under the desk, etc.)		
	<input type="checkbox"/> Give breaks (active or other)	<input type="checkbox"/> Use different learning styles (visual, auditory, kinesthetic)		
	<input type="checkbox"/> Utiliser différents styles d'apprentissage (visuel, auditif, kinesthésique)	<input type="checkbox"/> Alternate between motor and academic activities		
	<input type="checkbox"/> Reduce ambient noise in the classroom	<input type="checkbox"/> Others:		
BEHAVIOURAL	<input type="checkbox"/> Teach the expected behaviours	SOCIAL AND EMOTIONAL	<input type="checkbox"/> Establish a visual contact	
	<input type="checkbox"/> Use a visual schedule or routine		<input type="checkbox"/> Encourage and reinforce the student's efforts	
	<input type="checkbox"/> Establish a group reward system		<input type="checkbox"/> Give responsibilities to the student	
	<input type="checkbox"/> Use pictograms		<input type="checkbox"/> Implement the social-emotional development program (Second Step, Vers le pacifique)	
	<input type="checkbox"/> Apply classroom rules		<input type="checkbox"/> Pay attention to your tone of voice (especially with anxious students)	
	<input type="checkbox"/> Apply code of conduct		<input type="checkbox"/> Focus on the relationship with the student	
	<input type="checkbox"/> Use a firm but calm tone of voice		<input type="checkbox"/> Involve the student in decisions that affect them	
	<input type="checkbox"/> Others:			

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

APPENDIX H - SMART OBJECTIVES

S	Specific Clearly State your Goal
M	Measurable Ensure you can Measure Success
A	Attainable Set Goals you know you can Achieve
R	Relevant Set Goals Relevant to your Career or Education
T	Time-Based Set a Deadline for Completion

APPENDIX I - SUPPORT PLAN

Name of student:

Date:

School:

Level:

Teacher:

Parents contacted on:

DD-MM-YYYY

by:

☐ Telephone

☐ Email

☐ In person

Reason for the support plan:

☐ Behaviour

☐ Learning

Additional information:

Positive forces or levers for action:

Objectives	Means (specify the level of Ràl if applicable)	Person responsible	Review date

★ Please consult the CSSL Special Education Policy to determine when to develop a support plan and an intervention plan.