commission scolaire DU LITTORAL

IDENTIFICATION CODE
POL18-173

TITLE: SPECIAL EDUCATION POLICY

ENFORCEMENT DATE	REQUIRED AUTHORIZATION	RESPONSIBLE FOR FOLLOW-UP
October 17, 2011	Administrator	Educational Services Director

INFORMATION PAGE

	DATE	AUTHORIZATION
ADOPTION	October 17, 2011	Ordinance 11-124
MODIFICATION	October 25, 2015	Ordinance 15-180
LAST UPDATE	September 24, 2018	Ordinance 18-173

commission scolaire DU LITTORAL

TABLE OF CONTENTS

SECTION A - CONTEXT FOR THE SPECIAL EDUCATION POLICY 3

1. Introduction 3

2. Orientations of the MEES Special Education Policy 4

3. Objectives of the Policy 4

SECTION B - SCHOOL AND PEDAGOGICAL APPLICATIONS 5

4. Responsibilities of Partners 5

4.1. Participation, Rights and Responsibilities of Parents 5
4.2. Participation, Rights and Responsibilities of Students 5
4.3. Participation, Rights and Responsibilities of Teachers 6
4.4. Responsibilities of the School Team 6
4.5. Responsibilities of the School Principal 7
4.6. Responsibilities of the School Board and Educational Services 8

5. Procedures for Student Referral and Evaluation 8

5.1. Initial Recognition of a Student's Needs 8
5.2. Process for Identifying a Student with Special Needs 9
5.3. Following the Identification of a Student as Having Special Needs 9

6. Student Integration 9

7. Transitions 10

8. Procedures for Student Groupings 10

SECTION C - ADDITIONAL PROCEDURES AND INFORMATION 11

9. Students' Referral Process 11

10. Individual Education Plan (IEP) 11

10.1. The IEP Process 11
10.2. Evaluation and Monitoring of the IEP 12

11. Roles of Attendants and Special Education Technicians 12

11.1. The Role of Attendants 12
11.2. The Role of Special Education Technicians 13

12. Teachers in a Resource Role 14

13. Additional References 15

13.1. Section 96.14 of the Education Act 15
13.2. Glossary 15
13.3. Supporting the Different Needs of Students 16
13.4. Codes Assigned to Students Following the Validation Process 19

ANNEXES 20

ANNEX A. Individual Education Plan 21

ANNEX B. Request for Complementary Services 29

commission scolaire DU LITTORAL

Section A - Context for the Special Education Policy

1. Introduction

Context for the Special Education Policy

- *With respect to the mission of the Commission 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 Commission 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 Commission 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 Board 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 Commission scolaire du Littoral…*

  With the action and implication of its personnel, its parents, and its education partners, the Commission 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.

MEES 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 (MEES, 2000), and the Education Act emphasize student success in the most inclusive settings possible.

commission scolaire DU LITTORAL

2. Orientations of the MEES Special Education Policy

The Commission scolaire du Littoral endorses the line of action proposed in the MEES 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 Littoral School Board's commitment to our students by providing a special education policy that respects MEES 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).

commission scolaire DU LITTORAL

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 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 board according to school board procedure. Additionally, they must contribute to the information it contains.
- Parents must 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.

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 old or more).
- 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 old or more).

commission scolaire DU LITTORAL

4.3. Participation, Rights and Responsibilities of 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 MEES orientations and policies regarding special education, and with the support of Educational Services, the school team 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.

commission scolaire DU LITTORAL

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 annually, 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 are aware of the student's confidential file and of the procedures to access this file.
- The principal ensures written parental permission is obtained for individual evaluations of a student by professionals such as: speech pathologist, psychologist, or psychoeducator.

commission scolaire DU LITTORAL

4.6. Responsibilities of the School Board and Educational Services

The school board 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 board 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 board management team, Educational Services and the teachers' unions.
- Ongoing pedagogical support and training to school personnel for identified areas of need.
- Planning and organization of appropriate services for students with identified needs.
- Support and promotion 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 board to participate in evaluating students, providing recommendations, and supporting the students and school teams.

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 undertaken, and the results obtained.

commission scolaire DU LITTORAL

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 MEES and school board 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.

5.3. Following the Identification of a Student 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 board representative responsible for the special education dossier of the students with an active IEP.
- The school board responds to the needs and requests for support from the school administrator. The support may take various forms, including:
  - use of qualified professionals;
  - evaluation and identification process;
  - recommendation and/or monitoring of specific support measures, as well as an evaluation of their effectiveness, etc.

6. Student Integration

Section 235 of the Education Act states that:

> *The school board adopts a policy [...] regarding the organization of the educational services for those students, ensuring the harmonious integration in a regular group or class, and to the other school activities, for each one of them.*

In accordance with the MEES orientation for inclusion of special needs students, teachers must adapt their teaching methods to ensure that the students' individual objectives are achieved. Teachers will receive support to this end.

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 in 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.

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 board, 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 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 board 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.

commission scolaire DU LITTORAL

Section C - Additional Procedures and Information

9. Students' 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 is forwarded by email to se@csdulittoral.qc.ca in the manner established by Educational Services. See form "Request for Complementary Services" (annex B).

10. Individual Education Plan (IEP)

The Individual Education Plan is an official document (see annex 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 the abilities and needs of that student. It must be a living document that guides students, parents, and the school team in achieving the stated goals. It is developed, implemented, evaluated, and reviewed by the educational staff involved with the student.

10.1. <u>The IEP Process</u>

- Prior to establishing the IEP, the teacher must have observed and evaluated the student *(for more information, see the document "Steps Towards IEP" distributed by Educational Services).*
- The principal consults with the student's teacher(s) and decides upon 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 considers the input and recommendations of personnel and specialists.
- The principal ensures the IEP is signed and dated, and a copy is forwarded to the parent and to Educational Services.

commission scolaire DU LITTORAL

10.2. Evaluation and Monitoring of the IEP

- The teacher responsible for the IEP will address inquiries about the IEP from parents and/or personnel when called upon.
- Monthly updates on the student's progress are provided to parents, in the format established by the school (letter, appointment, phone meeting, etc.). Those updates must be recorded on 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.
- Following regular 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 board in writing.
- Educational Services monitor the identification, validation, and establishment of IEPs for its students.

11. Roles of Attendants and Special Education Technicians

11.1. 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, continual individual accompaniment, and 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.

11.2. The Role of Special Education Technicians

- Special education technicians work with both individual students and groups of students. They play a role in the adaptation/modification of curriculum, providing learning assistance and exam support, and in the delivery of behaviour support.
- Special education technicians carry out crisis intervention in keeping 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 across several locations in a school.
- Special education technicians may have a role to play in collaborating with attendants: coordinating interventions, coaching and training, or providing special learning as well as supporting the Implementation of strategies and behaviour interventions. They may also provide support to new or less experienced technicians.

commission scolaire DU LITTORAL

12. Teachers in a Resource Role

According to Gordon Porter[1], 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."*

This role may be broken down in to the following areas:

Knowledge

- strong pedagogical knowledge
- knowledge of the QEP
- base knowledge of exceptional learners
- core knowledge of exceptionalities and appropriate instructional practices
- global knowledge of psycho social development and appropriate intervention strategies

Understanding

- how to develop and support effective IEPs; the language to use, SMART goal writing, how to collaborate
- an ability to deliver information in an effective and compassionate manner to parents regarding their child with special needs
- pedagogical differentiation

Qualities

- strong interpersonal skills (diplomatic and an advocate)
- flexible
- resourceful
- creative
- motivation to further professional development
- empathy
- compassion
- willingness to collaborate with others

Abilities

- learn as you go
- participate in and build a team, real team player
- show evidence of effective organizational skills
- exhibit leadership skills
- display effective time management skills
- provide effective classroom support
- adept in conflict resolution skills
- poses strong class (group) management skills

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

commission scolaire DU LITTORAL

13. Additional References

13.1. Section 96.14 of the Education Act

In the case of a handicapped student or a student with a social adjustment 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, established an individualized education plan adapted to the needs of the student. The plan must be consistent with the school board's policy on the organization of services for handicapped students and students with social maladjustments or learning disabilities, and taking into account the abilities and needs of the student as evaluated by the school board before the student's placement and enrolment 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.

13.2. Glossary

The 3 following definitions have been copied integrally from the MEES 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.

13.3. Supporting the Different Needs of Students

(Excerpts for the documents *« Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students »* published by the MEES in 2014).

Pedagogical Flexibility

The aim of pedagogical flexibility is to allow all students to perform the activities proposed in the classroom, and to progress with their learning in line with QEP requirements for their group class level. Pedagogical flexibility should be applied in all subjects, as a means of promoting educational success.

To do this, teachers can expand their intervention options, for example by adjusting their teaching strategies, modifying teamwork arrangements for students, changing their visual presentation of proposed situations, and so on.

Teachers can use pedagogical flexibility to provide support or guidance individually or in small groups for students in difficulty, and also to encourage the students to take part in classroom activities and continue to learn.

Adaptations

Adaptations included in an individualized education plan process are designed to help the student **to acquire and demonstrate the same learning as other students**.

Adaptations allow the student to **meet QEP requirements, like any other student**. They do not change the nature or requirements of learning or evaluation situations, since it is still the student who makes the choices and decisions, mobilizes the resources and so on.

It is important to make sure adaptations are consistent with ministerial orientations and guidelines.

Modification

A modification is included in the individualized education plan as a means of helping the student to progress to the best of his or her ability towards the learning set out in the QEP for the academic level of his or her classroom group. **A modification involves reducing anticipated outcomes in connection with QEP requirements.**

Introducing a modification means making certain choices with respect to QEP program content (e.g. the features of the competencies or the evaluation criteria), in both learning and evaluation situations. It does not, however, mean using QEP content from a previous cycle or year.

Modifications may apply to one or two competencies or one or two subjects. **However, it is important for school staff members, the student and his or her parents to be fully aware of the impacts such decisions may have on the student's educational path.**

For example, information in the Comments area will be included on the student's report card, stating that the student has been evaluated using modified expectations.

commission scolaire DU LITTORAL

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 individualized education plan
• Meets a 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 student to progress in a different way than other Québec students
• Planned by the teacher	• Planned jointly as part of the individualized education plan process	• Planned jointly as part of the individualized education plan 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

commission scolaire DU LITTORAL

13.4. Codes Assigned to Students Following the Validation Process

The following codes are assigned by the MEES following the validation process completed at the school board 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	DESCRIPTOR
14	Severe behavior 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

ANNEXES

ANNEX A. Individual Education Plan

commission scolaire DU LITTORAL

789, rue Beaulieu, Sept-Îles (Québec) G4R 1P8

Éducation, Loisir et Sport Québec

Individualized Education Plan

Student's first name and family name

Permanent code

years old
Age on September 30

School year -

Father

Mother

Guardian

Title

Group

Type of path

Cycle year/Cycle

Year of attending school

Date opened - -

Date closed - -

Revision-evaluation date - -

Next meeting date - -

Abilities

Needs

Objective

Date - -

Expiration - -

Types of intervention

Means ☐ Means-adaptation ☐ Means-modification ☐

Identification of means

Person Responsible

Comments

Objective

Date - -

Expiration - -

Types of intervention

Means ☐ Means-adaptation ☐ Means-modification ☐

Identification of means

Person Responsible

Comments

Objective

Date - -

Expiration - -

Types of intervention

Means ☐ Means-adaptation ☐ Means-modification ☐

Identification of means

Person Responsible

Comments

Objective

Date - -

Expiration - -

Types of intervention

Means ☐ Means-adaptation ☐ Means-modification ☐

Identification of means

Person Responsible

Comments

Objective

Date - -

Expiration - -

Types of intervention

Means ☐ Means-adaptation ☐ Means-modification ☐

Identification of means

Person Responsible

Comments

Signatures

Student

Father

Mother

Guardian - Title

Teacher

Teacher

Principal

Date

Host

Date

ANNEX B. Request for Complementary Services

commission scolaire DU LITTORAL

EDUCATIONAL SERVICES

REQUEST FOR COMPLEMENTARY SERVICES

DATE OF REQUEST	(YYYY-MM-DD)

INFORMATION ON STUDENT

FIRST NAME(s)	LAST NAME(s)	GENDER	DATE of BIRTH
		☐ M ☐ F	(YYYY-MM-DD)

PERMANENT CODE	SCHOOL	LEVEL	YEAR	TEACHING LANG.
		☐ Prim. ☐ Sec.		☐ French ☐ English

FIRST and LAST NAME of PARENT 1	FIRST and LAST NAME of PARENT 2

FAMILY STATUS – STUDENT LIVES WITH:	LANGUAGE(s) SPOKEN at HOME
☐ Both parents ☐ Parent 1 ☐ Parent 2 ☐ Shared custody	☐ French ☐ English
☐ Foster family ☐ Other (specify): _____	☐ Other (specify): _____

REASON(S) FOR THE REQUEST

☐ Learning difficulties ☐ Language difficulties

☐ Behavioral difficulties ☐ Concentration/attention difficulties

☐ Relational difficulties ☐ Other (specify): _____

PRECISIONS ON DIFFICULTIES OBSERVED IN STUDENT

EDUCATIONAL ASPECT

Reading	☐ Below phonetic	☐ Phonetic	☐ Hesitant	☐ Fluent

Comprehension	☐ Very weak	☐ Weak	☐ Adequate
Spelling	☐ Very weak	☐ Weak	☐ Adequate
Grammar	☐ Very weak	☐ Weak	☐ Adequate
Written composition	☐ Very weak	☐ Weak	☐ Adequate
Mathematics	☐ Very weak	☐ Weak	☐ Adequate

Precisions and comments:

REQUEST FOR COMPLEMENTARY SERVICES

PRECISIONS ON DIFFICULTIES OBSERVED IN STUDENT (continued)

LANGUAGE ASPECT

The student has difficulties:	
understanding instructions	☐
observing communication rules *(ex. not interrupting someone)*	☐
telling a story in a complete and logical way	☐
with his vocabulary	☐
being understood by his peers	☐
expressing himself using complete sentences	☐

DEVELOPMENTAL ASPECT

The student has difficulties or particularities in the following spheres:	
Gross motor skills *(balance, coordination)*	☐
Fine motor skills *(ex. calligraphy)*	☐
Vision *(ex. wears glasses)*	☐
Auditory *(ex. hearing aid)*	☐
Other:	☐

Precisions and comments:

BEHAVIORAL / SOCIAL ASPECT

The student:	Often	Sometimes	Never
shows signs of opposition	☐	☐	☐
shows aggressive behavior towards his peers	☐	☐	☐
is socially isolated or withdrawn	☐	☐	☐
ignores/transgresses the classroom's code of conduct	☐	☐	☐
poses a danger to himself and/or others	☐	☐	☐
shows relational difficulties with adults	☐	☐	☐

Precisions and comments:

COMPLEMENTARY OBSERVATIONS

For the following aspects, the student's level is:	Very weak	Weak	Adequate
attention / concentration	☐	☐	☐
auditory memory	☐	☐	☐
visual memory	☐	☐	☐
control of emotions	☐	☐	☐
motivation / effort	☐	☐	☐
reaction to failure	☐	☐	☐

Precisions and comments:

REQUEST FOR COMPLEMENTARY SERVICES

INFORMATION ON STEPS ALREADY TAKEN

COMMUNICATION with PARENTS

The parents have been contacted: ☐ by phone ☐ in writing ☐ in person (meeting)

Precisions and comments:
(ex.: number of communications, dates, level of cooperation from parents, or any other useful information)

TEACHING ADAPTATION

An individualized education plan (IEP) is in place for this student: ☐ YES ☐ NO	If yes, date of IEP:	(YYYY-MM-DD)

Precisions and comments:
(if there is no IEP in place, please specify the adaptation measures or other strategies implemented)

SPECIALISTS ALREADY INVOLVED

Type of specialist	Name	Report/notes on file?	Year/month FIRST intervention	Year/month LAST intervention
☐ Speech language pathologist		☐	/	/
☐ Psychoeducator		☐	/	/
☐ Remedial teacher		☐	/	/
☐ Psychologist		☐	/	/
☐ Occupational therapist		☐	/	/
☐ Special education tech.		☐	/	/
☐ Social worker		☐	/	/
☐ Youth Protection Officer		☐	/	/
☐		☐	/	/

REQUEST FOR COMPLEMENTARY SERVICES

☐ **REFERRAL FOR SUPPORT** (please specify with which specialist(s))

☐ Remedial teacher ☐ Psychoeducator ☐ Speech Language Pathologist ☐ Psychologist

☐ Other(s) (specify): _____

For a referral **for support**, please forward this form by email to Educational Services at se@csdulittoral.qc.ca **attaching the documents listed on the right**. →	☐ Student's report cards *(previous year + most recent)* ☐ Most recent IEP ☐ Any other relevant document

***** OR *****

☐ **REFERRAL FOR ASSESSMENT** (please specify with which specialist(s))

☐ Remedial teacher ☐ Psychoeducator ☐ Speech Language Pathologist ☐ Psychologist

☐ Other(s) (specify): _____

For a referral **for assessment**, please forward this form by email to Educational Services at se@csdulittoral.qc.ca **attaching the documents listed on the right** → (when they are available /on file).	☐ Student's report cards *(previous year + most recent)* ☐ Most recent IEP ☐ Summary of remediation interventions ☐ Summary of psychoeducation interventions ☐ All professionals' reports on file ☐ All medical reports on file ☐ Any other relevant document

Precisions and comments of school principal:

Signature of Principal: _____ **Date:** (YYYY-MM-DD) _____