



Policy no. 2017-ED-06	Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties
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NOTE: The masculine gender, when used in this document, refers to both women and men. No discrimination is intended.

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1.0 CONTEXT OF THE SPECIAL EDUCATION POLICY

1.1 Introduction

The Sir Wilfrid Laurier School Board (SWLSB) believes that all students deserve our complete commitment to their success. To this end, the SWLSB has adopted an orientation as part of its mission statement to provide a stimulating learning environment, develop accessible educational services, and enable our students of all ages to become responsible independent citizens in their community and beyond.

The *Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties* (hereinafter referred to as the *Special Education Policy*) reflects our mission. Furthermore, this policy acknowledges that all stakeholders play an important role in ensuring the success of students with handicaps, social maladjustments or learning difficulties, preferably within their community schools and in regular classroom settings. The policy details the role and responsibilities of the stakeholders, and reflects the school board's commitment to implementing approaches and methods that will support the learning and growth of students throughout their school life. These approaches and methods include preventative and early intervention methods, transition plans and practices, differentiated approaches in teaching, as well as adapting or modifying the level of instruction, intervention and evaluation.

This document complies with the requirements of section 235 of the Education Act, which reads as follows:

Every school board shall adopt, after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, a policy concerning the organization of educational services for such students to ensure the harmonious integration of each such student into a regular class or group and into school activities if it has been established on the basis of the evaluation of the student's abilities and needs that such integration would facilitate the student's learning and social integration and would not impose an excessive constraint or significantly undermine the rights of other students.

This document also complies with the policy of the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) on special education which articulates the basic orientation of all action in special education as follows:

To help students with handicaps or social maladjustments or learning difficulties 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 favour their success and provide recognition for it.

1.2 Guiding Principles

The Sir Wilfrid Laurier School Board believes that each student has the right to equal access to a quality education and to an educational environment that will allow him or her to experience and achieve success, recognizing that success has different meanings for different students. The present policy harmonizes with the goal of success for all which underlies both the Québec Education Program and the school board's orientation.

The SWLSB supports the students' learning in their local community school with their peers in an inclusive classroom. In this context, the school offers a sense of belonging, collaboration and cooperation. It fosters partnerships with parents/guardians and outside agencies and is characterized by flexible learning environments with problem-solving approaches to meet student needs.

Students with special needs must be identified at an early stage. This allows the team to provide support to these students and their teachers as quickly as possible. This support will make it easier for them to attain the intellectual, methodological, communications-related and personal/social competencies appropriate to their abilities and, when possible, to their cycle.

1.3 Legal Framework

This policy is developed in conformity with:

- The Canadian Charter of Rights and Freedoms
- The Québec Charter of Human Rights and Freedoms, R.S.Q., chapter C-12
- The Education Act, R.S.Q., chapter I-13.3
- The Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information, R.S.Q., chapter A-2.1
- The Basic School Regulations – preschool, elementary, and secondary education, 2000 G.O. II, 3429
- The Youth Protection Act, R.S.Q., chapter P-34.1
- The collective agreements in force
- The Civil Code of Québec
- *Adapting Our Schools to the Needs of All Students*, Policy on Special Education, Ministère de l'Éducation, 1999
- *Students with Handicaps, Social Maladjustments or Learning Difficulties: Definitions* Direction de l'adaptation scolaire et des services complémentaires, Ministère de l'Éducation 2007
- Act to Secure the Handicapped in the Exercise of Their Rights, R.S.Q., chapter E-20.1

2.0 PROCEDURES FOR IDENTIFYING STUDENTS WITH SPECIAL NEEDS

2.1 Context

The identification of a student's special needs can take place when the student first enters the school system as a new registrant, or can be initiated when the classroom teacher makes a request to discuss the student's profile with the school team/ad hoc committee.

Identifying and evaluating the needs of at-risk students and students with special needs is a responsibility shared by parents, teachers, administrators, professionals and, whenever possible, the students themselves. While each entity has responsibilities, all must work together in the students' best interest.

2.2 Role and Responsibilities of Parents/Guardians

Parents/guardians have the primary responsibility for their children and thus have an important role to play in their education.

Parents/guardians are responsible for:

- notifying the school administration of any learning difficulties that could affect their child's progress in school and that could require the school to adapt its services, and for providing copies of diagnostic assessments and reports, if applicable;
- informing the school administration of any services from a partner organization (social services, health agencies, rehabilitation centres, etc.) in order to coordinate the services offered to the child and avoid duplication of services. Confidentiality shall be respected;
- meeting with the school team when requested throughout the school year;
- requesting a meeting with the school team, when necessary;
- remaining informed of the results of the evaluation of the child's abilities and needs, and of the child's identification as a student with special needs;
- following proper procedures to access the confidential file and to contribute to the information kept within it;
- actively participating in the identification and intervention process;
- lending constructive support in line with the measures specified in the Individualized Education Plan (IEP), including those taking place outside the school.

2.3 Role and Responsibilities of Students

Students are the main authors of their own success and, as such, must play an active role in their learning, unless they are unable to do so.

Students should:

- when they are able to do so, cooperate with the various partners (teachers, principal, professionals, paraprofessionals, etc.) who are helping them to achieve their objectives;
- remain informed and advocate for their needs.

2.4 Role and Responsibilities of Teachers (including Specialists)

The teachers' primary responsibility is to appropriately select their teaching methods to meet individual student needs, both academic and social, and at the same time, remain accountable for the learning of the group as a whole.

Teachers are responsible for:

- reviewing the information regarding students with special needs in the class, as provided by the school administration within the first month of that school year, and as subsequent cases arise;
- selecting methods of instruction corresponding to the requirements and objectives for each student entrusted to their care;
- working with students in a preventative and proactive way, adapting their teaching methods, using differentiated pedagogy in their teaching approach, and making recommendations to the school principal regarding supports that can be put in place to assist the student, emphasizing early intervention whenever possible;
- sharing any pertinent information, including effective teaching strategies, with the administration and the school team;
- ensuring constructive communication between home and school (refer to point 3.4);

- informing the school administration, after a 30- to 40-day period, that a student may have special needs. Teachers shall complete a Teacher-Initiated Instruction Plan (TIIP) in order to record all the strategies, accommodations and adaptations applied (see a sample TIIP under section 4.2);
- participating in meetings (e.g., ad hoc committee meetings, case conferences, IEP meetings, special needs committee meetings, etc.) to recommend appropriate interventions for addressing student needs;
- participating in the development, implementation and periodic evaluation of the Individualized Education Plan.

2.5 Role and Responsibilities of Teachers in a Resource Role (Remedial and Supporting Teachers)

Resource teachers hold a central role within the school, providing knowledge and skills to support students with learning difficulties. The remedial/supporting teachers report to the school administration and act as a liaison with all partners.

Remedial/supporting teachers are responsible for:

- meeting with the student's teacher(s) in order to determine the student's needs;
- planning for and instructing assigned students with handicaps, social maladjustments or learning difficulties using various resource models that are appropriate for learning needs;
- planning individual instruction in coordination with the classroom and specialist teachers to meet the student's instructional needs;
- remaining current in the area of special education and sharing best practices with classroom teachers;
- supporting classroom teachers in their use of differentiated pedagogy in their teaching approach;
- cooperating with classroom teachers in evaluating and reporting on the student's progress;
- collaborating with the school team in setting and monitoring IEP objectives.

2.6 Role and Responsibilities of Special Education Support Staff

Special Education Technicians

Special education technicians provide a service under the authority of the school administrator. They are responsible for:

- working under the supervision of the school administration and in conjunction with the multidisciplinary team;
- working with both individual students and groups of students;
- working proactively with small groups on social skills, anger management, learning activities, etc. They may work in regular classrooms, specialized settings, or across several locations in a school;
- playing a broader role in the adaptation of curriculum/modification of instruction levels and providing learning assistance and exam support;
- participating in the development and implementation of the IEP: selecting appropriate strategies and accommodations, applying these measures, assessing if the objectives were attained, adjusting the supports accordingly and participating in the evaluation of the IEP;

- developing resource materials such as visuals, behaviour charts, tools for helping students organize themselves, etc.
- carrying out crisis intervention measures in keeping with the school plan; working with students reacting to their environment, counselling them, applying intervention techniques and coaching them in their behaviour modification process;
- providing information on resources to students exhibiting troubling behaviours or addictive behaviours; supporting and referring students to the appropriate resources/services;
- Special education technicians may also have a role to play in collaborating with attendants: coordinating interventions, coaching and training, or providing special learning materials such as visual supports, social stories, etc. They may also provide support to new or less experienced technicians.

Attendants to the Handicapped

Attendants to the handicapped are, in part, responsible for:

- providing physical assistance with toileting, mobility, feeding, personal hygiene; staying within physical boundaries. They may also administer medication (in keeping with the guidelines of the Sir Wilfrid Laurier School Board);
- providing behaviour monitoring and intervention in keeping with the team plan for students with autonomy limitations or significant developmental delays: e.g. bolting, throwing objects, meltdowns, screaming, sexual boundaries, aggression, defiance, etc.;
- providing services as a scribe/reader as needed;
- monitoring and accompanying students for transitions, cool-down periods, individual time blocks as needed, use of separate individual materials, etc. in keeping with the team plan;
- encouraging attention and task engagement through verbal, physical, and gestural prompting, feedback, praise, use of reinforcers, etc. To avoid learned helplessness of students with high needs and to promote belonging and student autonomy, may provide incidental help to other students;
- facilitating participation and learning through individual prompting and cueing (verbal, physical, and gestural cueing towards visuals), providing ongoing feedback and reinforcement, modelling, etc.;
- helping students use the provided visuals, social stories, charts or schedules, manipulatives, adapted/modified learning activities, or other special materials, as determined in the team plan;
- encouraging and facilitating peer interactions through prompting, redirection to peers, avoidance of hovering, etc. May work with a targeted student and a peer buddy or monitor the student within a small group of peers during a short practice activity to encourage individual social growth and capitalize on peer models;
- as part of the school team, recording observations, carrying out daily routine home-school communications under the direction of the teacher(s), and sharing input on the student's progress with the school team.

2.7 Role and Responsibilities of the School Principal

The principal supports and ensures early intervention and inclusion so that every student receives appropriate services. The principal is responsible for:

- gathering the pertinent information available for students with handicaps, social maladjustments or learning difficulties upon their admission;
- continually assessing and monitoring student needs throughout the year;
- putting into effect an ongoing process to monitor student needs, principally by developing multidisciplinary school teams;
- ensuring that a School Level Special Needs Committee (SLSNC) is established in order to determine the various support measures required for students experiencing difficulties, such as regular and special education teachers, remedial/supporting teachers, special education support staff, professional services, etc.
- entering into a partnership with the parents/guardians of the student with special needs, and the student where applicable, and ensuring their participation in all procedures and interventions aimed at meeting their child's needs;
- informing parents about the extra services being offered to their child;
- asking parents to sign a document indicating that services have been offered but refused, if such a situation arises;
- exercising the final responsibility in assigning staff, after the resources have been distributed adequately and appropriately by the SLSNC;
- in cooperation with the school staff, ensuring the establishment, implementation, monitoring and evaluation of the IEP for students with handicaps, social maladjustments or learning difficulties. The principal is accountable for the decisions made as part of the plan;
- informing the school board of the needs of students with handicaps, social maladjustments or learning difficulties;
- informing the school board of the professional development requests made to ensure the successful integration of students with special needs.

2.8 Role and Responsibilities of the In-School Professional

The in-school professional provides a service under the authority of the Pedagogical Services Department. He or she is responsible for:

- reviewing the information regarding students with special needs, as provided by the school administration and teachers;
- working with the school team, family, social services and the student in a preventative and proactive way, making recommendations regarding supports that can be put in place to assist the student, emphasizing early intervention whenever possible;
- sharing any pertinent information, including effective teaching and learning strategies, with the school team, family and student when appropriate;
- ensuring ongoing and constructive communication between home and school;
- participating in meetings (e.g., ad hoc meetings, case conferences, IEP meetings, special needs committee meetings, etc.) to recommend appropriate interventions and supports to address student needs
- participating in the development, implementation and periodic evaluation of the Individualized Education Plan;

- evaluating academic skills and aptitudes for learning;
- evaluating eligibility for specialized services;
- coordinating with outside organizations such as health and social services in order to ensure that services to students with special needs are provided according to their mandates; sharing their expertise with the school teams; working with the school to make available to the student and teacher, whenever possible, resources and support services that have been identified in the Individualized Education Plan.

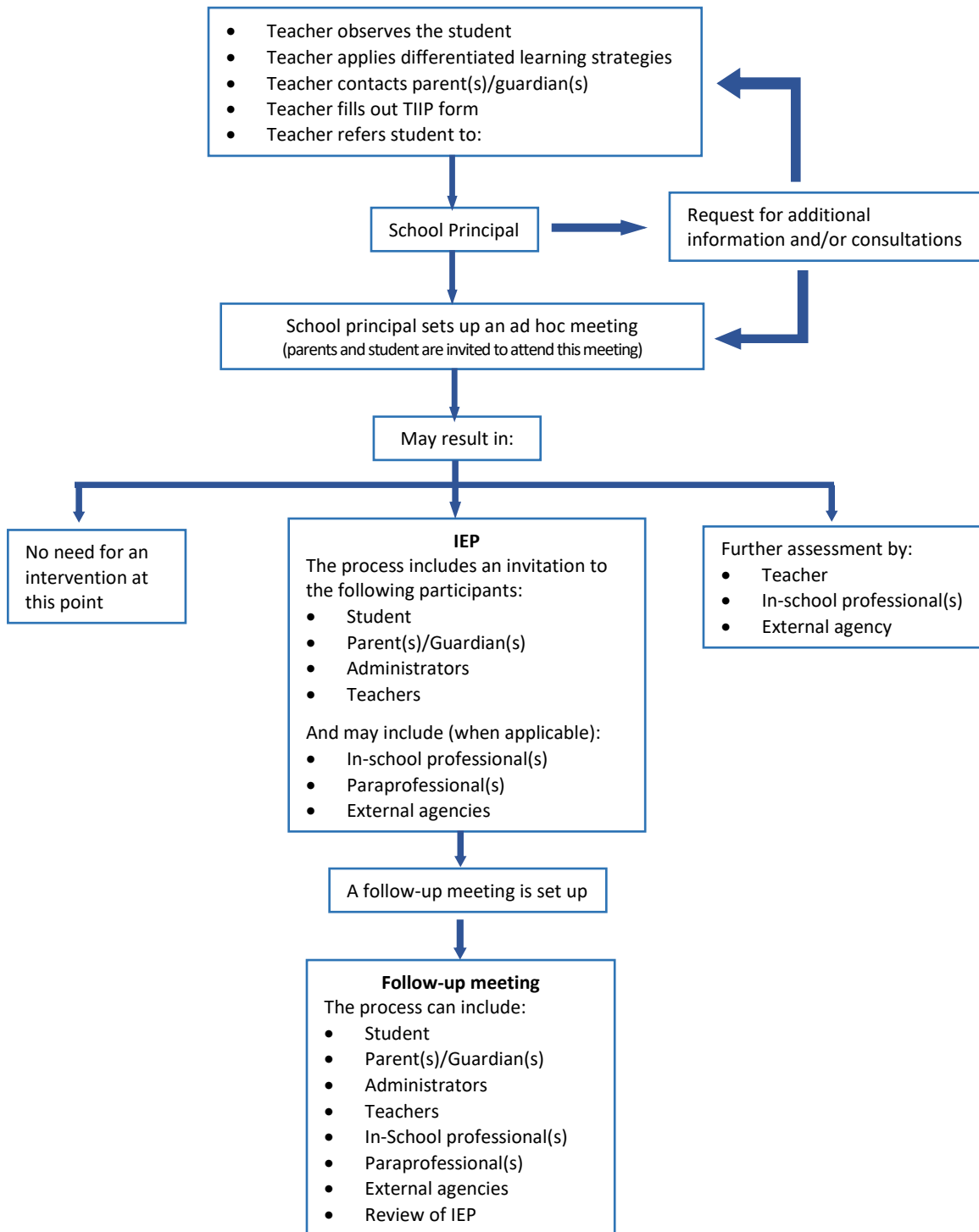
2.9 Role and Responsibilities of the School Board

The Sir Wilfrid Laurier School Board is responsible for ensuring that, within the context of the Education Act, the Special Education Policy is respected in each of its schools and centres. The school board will allocate annually, in an equitable manner, the human and financial resources within its means to support students with special needs. Additionally, the school board will:

- make available to schools a variety of strategies for identifying students with special needs;
- provide a variety of professional development opportunities, and will inform the schools accordingly;
- potentially screen students by reviewing their profile before their placement and enrolment at the school;
- coordinate with outside organizations such as health and social services;
- make the necessary arrangements for the placement of students whose educational needs it determines cannot be met by the services offered within the school board;
- work with the school to make available, whenever possible, resources and support services that have been defined in the Individualized Education Plan.

2.10 Flowchart for Evaluating Students with Special Needs

Procedure for evaluating a student with special needs



3.0 DELIVERY OF SERVICES

3.1 Student Placement

Services to students with handicaps, social maladjustments or learning difficulties must be delivered within *the least restrictive environment*, in their community schools and in regular classes, where the students will benefit from the support services outlined in their Individualized Education Plan (IEP).

Exceptionally, when the specific needs of a student are such that they cannot be met within the community school, or within a regular class, an alternative placement will be explored in keeping with the individual needs and abilities of the student. Upon the recommendation of the school board, an alternative placement may include programs outside the jurisdiction of the school board. The parents/guardians and the student, where appropriate, shall be consulted regarding these alternative placements.

3.2 Transitions

The school board will coordinate annual meetings between elementary feeder schools and receiving secondary schools so that the teachers, in-school professionals and the principal of the receiving school can plan the appropriate placement and support measures to ensure success for students with special needs. Individualized transition plans will be established for all students with significant needs and severe adaptation difficulties, and parents will be part of the process. This plan shall facilitate the transition from one educational setting to another, including the Adult Education and Vocational Training sector.

3.3 Prevention / Early Intervention

Emphasis will be placed on timely support measures favouring the acquisition of literacy and numeracy skills and the development of appropriate social behaviours at all levels. Procedures may include:

- orientation activities and progressive entry of students at the Kindergarten level provides an opportunity to identify those who are at risk;
- intake meetings with parents of new students with special needs;
- case conferences, at the school level, of students with special needs;
- multidisciplinary team meetings to establish appropriate prevention and intervention plans.

3.4 The Individualized Education Plan

An Individualized Education Plan (IEP) is a legal document that provides administrators, teachers, parents and students with a record of the education plan for an individual student with special needs, and serves as the basis for reporting the student's progress. An IEP must be developed for all students with a validated MEES handicap code, diagnosed learning disability or social maladjustment.

It may also be developed for a student who is not formally identified but who may have academic and/or behavioural difficulties. In this case, the development and duration of the IEP will follow a recommendation by the ad hoc committee and is at the discretion of the principal.

The IEP outlines the objectives, strategies and accommodations (adaptations or modification of instructional level) necessary for the student's success. It is a living, working document that acts as a road map for all the partners: student, school team, parent/guardian and external services.

Although the principal is responsible for the implementation and periodic evaluation of the IEP, the development of the IEP is a team process. This team includes, but is not limited to, the principal, the teachers, the parents/guardians, the student (where applicable), other school staff working with the student, and external services.

Procedures for Establishing and Monitoring the Individualized Education Plan

Following the ad hoc committee meeting, the IEP's implementation is coordinated by the principal, in cooperation with the members of the school team. The IEP must be active and evolving in order to reflect the changing needs of the individual student. It is the responsibility of the principal to ensure proper implementation of the IEP, its periodic evaluation and revision, when necessary.

- The parents/guardians of students for whom an Individualized Education Plan has been developed will receive ten communications each year including any of the following: formal reports, parent/guardian interviews; student-led conferences, portfolios, written course descriptions and objectives; open house; parent/guardian orientation/information meetings; progress reports; individual meetings with parents/guardians; documented communications with parents such as telephone calls, e-mails, etc.
- At least once a year, the IEP must be formally reviewed with the student (whenever possible) and the student's parents; however, the IEP may be revisited at any time. Any revision made to the IEP must be dated, signed and given to the parent and student (whenever possible). Specific issues and queries about a student's IEP should first be addressed to the student's teacher.
- Following the regular evaluation and after consulting the ad hoc committee, the principal shall decide whether or not to maintain the IEP (with or without changes). If the principal decides that a formal IEP is not necessary, a plan of action can still be prepared and followed by the school team.

Content of the Individualized Education Plan

Although the IEP's content varies from one student to another, depending on the abilities and needs of the student concerned, each IEP will have measurable objectives and competencies. The following elements should be included:

- nominative information;
- the student's profile;
- the participants involved;
- the student's competencies (literacy, numeracy, social/emotional)
- the objectives written as specific, measurable, attainable, relevant and time-bound goals;
- the support services that the student needs in order to develop these competencies;
- the strategies to be used to achieve stated goals along with their timeline;
- the types of adaptations, modifications, supports or interventions recommended;
- the review date of the Individualized Education Plan;
- the signatories of the plan [student, teacher, parent(s)/guardian(s), principal].

3.5 The Pedagogical Services Department

The Pedagogical Services Department consists of a multidisciplinary group that provides services and support to school teams.

Annually, the school board determines, for the following school year, the specialized resources available in the schools and in the school board for the provision of services to students with special needs and informs the Special Education Parity Committee.

These resources and measures may include:

- Remedial/supporting teachers
- Technicians and attendants
- Specialized class settings
- Small ratio groupings
- Psychologist services
- Speech and language pathologist services
- Occupational therapist services
- Guidance counsellor services
- Special education and pedagogical consulting services
- Spiritual care and guidance and community involvement animator
- Services and resources available through partnerships with the Ministère de la Santé et des Services sociaux
- Assistive technology software and hardware
- Specialized programs and/or school settings
- Itinerant teachers
- In-service training for teachers and other professionals

The services provided to schools may include:

- meeting with the principal as needed to determine the needs of the student being integrated;
- assisting parents, students and teachers to set clear and attainable learning goals based on evidence-based pedagogy and current trends in educational reform;
- providing support for classroom instructional activities, particularly with regard to differentiating and adapting instruction, or modifying the level of instruction and assessment/evaluation methods;
- facilitating transition for students with special needs and for at-risk students from home to school and school to school;
- providing support to the school team in understanding challenging and disruptive behaviour;
- advising the school team on the development of the anti-bullying anti-violence (ABAV) policy;
- advising the school team on the Management and Educational Success Agreement (MESA);
- planning with the school administration any professional development which may be needed by the staff;

- providing screening materials and intervention methods for students who are experiencing difficulties;
- assisting in the development of the Individual Education Plan (IEP), where applicable;
- evaluating/diagnosing and recommending follow-up measures to support students with special needs;
- making recommendations for outside health and social services that are appropriate to the needs of the student;
- assisting teachers in developing and supporting interventions implemented by technicians and attendants who are working with students with special needs;
- participating in meetings of the multidisciplinary team (professionals such as psychologists, speech and language pathologists, guidance counsellors, consultants, occupational therapists), as needed.

3.6 Evaluation and Certification of Students with Special Needs

Evaluation of students with special needs will comply with the Sir Wilfrid Laurier School Board policy on the Evaluation of Learning in the Elementary and Secondary Schools with adaptations or modifications, if appropriate, when it is part of the student's IEP.

- During formative or summative evaluations, adaptations must not modify the content of the evaluation or lower the evaluation criteria.
- The adaptations put in place must address a specific student need, not based on a code or label (as recognized and analyzed by the school team). Adaptation must include support measures that the student is comfortable with and be clearly stated in the IEP. Finally, the adaptations must be implemented throughout the school year, not as a one-time support measure.
- Acceptable adaptations to be used during assessments/evaluations may include:
 - extended timelines;
 - allowing a support person to read an exam/evaluation to the student, *except when the reading competency is evaluated in English Language Arts and French, Second Language*;
 - allowing a student to use a reading (text to audio) support tool for any exam/evaluation, including reading comprehension exams in English Language Arts and French, Second Language;
 - allowing a student to use voice recognition/oral dictation (voice to text) program or a human scribe, *except when the writing competency is evaluated in English Language Arts and French, Second Language*;
 - oral presentations or the use of electronic recording devices instead of written assignments;
 - breaking large exams into several sessions;
 - keyboarding, braille or enlarged type on exams;
 - allowing the use of a computer that is under close supervision to restrict internet access;
 - allowing a student to take the exam/evaluation in a different location, with supervision.

Formal recognition of achievement for students with special needs may include:

- the Secondary School Diploma (SSD) for those who meet the requirements for awarding this diploma as set out by the Ministère de l'Éducation et de l'Enseignement supérieur in the Basic School Regulation;
- a Diploma of Vocational Education (DVS) for those who meet the requirements for awarding this diploma as set out by the MEES for each program;
- a Certificate of Pre-Work Training (three-year program) or a Certificate of Training for a Semi-Skilled Trade (one-year program) for those students aged 15 years and over as of September 30, who are duly enrolled in one of these two Work-Oriented Training Path (WOTP) programs;
- the Attestation of Competencies for Adapted Programs of Study for Students with Moderate to Severe Intellectual Impairments (Challenges).

Students with special needs at the elementary and secondary levels will participate in the school leaving/graduation exercises with the general education students to receive their certificates for programs successfully completed.

4.0 ADDENDUM

4.1 Definitions

Adaptation

Adaptation involves making adjustments or changes to learning and evaluation situations without modifying what is evaluated. It can lead to a change in the way students with specific needs experience these situations or can affect the procedure to be followed or the way in which texts are presented visually (for example, using a more spacious layout). Adaptation provides students access to the adjustments or accommodations they require without changing the content of the evaluation situations, evaluation criteria or requirements. Adaptation does not involve reducing the requirements or modifying what is evaluated.

Ad Hoc Committee

At the school level, the ad hoc committee ensures that cases are studied and that the progress of a student with a handicap, a social maladjustment or a learning difficulty is monitored.

At-Risk Students

Refers to students 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.

Codes for Students with Handicaps

A numerical system used by the Ministère de l'Éducation et de l'Enseignement supérieur to identify the different categories of students with handicaps or severe behavioural disorders for school board funding purposes. This mechanism is designed solely to calculate the allocation amounts; it should not be used to determine how the individual school boards and schools will use these sums in providing services for their students.

Differentiated Pedagogy

An approach used by teachers to organize their teaching in a way that takes into account the students' previous learning and individual cognitive styles and interests so as to provide the most favourable conditions for learning. Thus, teachers adapt their teaching strategies, their ways of having students work together and the design of their learning and evaluation situations in order to take individual differences into account as far as possible in the class setting.

Early Intervention

Intervention, during the first years of school for a student who shows signs of difficulties, in order to find the approach best suited to his or her needs as quickly as possible. The school must take into account what has been achieved, from the student's early childhood, by the parents and the school's other partners, particularly early childhood centres and the health and social services network.

Education Act

Legislation enacted by the Québec Government that establishes the general rules and regulations governing all aspects of Québec's education system.

Handicapped Student

A student whose overall functioning, as indicated in an evaluation carried out by a professional, is affected significantly from a physical, mental or social deficiency. Handicapped students receive a numerical code from MEES (see definition of Codes for Students with Handicaps).

CODE	DEFINITION
14	Severe behavioural disorders
23	Profound intellectual impairments
24	Moderate to severe intellectual impairments
33	Mild motor impairments
33	Organic impairments
34	Language disorders
36	Severe motor impairments
42	Visual impairments
44	Hearing impairments
50	Pervasive developmental disorders
53	Psychopathological disorders
99	<i>(Assigned temporarily until evaluations are concluded)</i>

Individualized Education Plan

An Individualized Education Plan (IEP) is a plan of coordinated actions established jointly by the people involved, including parents. Its purpose is to help a student who, because of a handicap or difficulties, needs adapted interventions in order to progress optimally in developing the competencies and acquiring the knowledge required for success. An IEP is part of a dynamic support process that takes place for and with the student. It is based on the systemic view of the student's situation, and is implemented using a solutions-centred approach.

Inclusion

A practice which provides the *least restrictive environment* and the appropriate placement for the education of students with special needs. This process is seen as an ongoing commitment to find better ways to responding to diversity.

Inclusive Classroom

A general education classroom in which students with and without disabilities learn together.

Learning Difficulties

Students with learning difficulties:

- a) 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 the language of instruction or in mathematics.
- b) 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 the language of instruction and in mathematics.

Learning Disability

Refers to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or non-verbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to, language processing, phonological processing, visual spatial processing, processing speed, memory and attention, and executive functions (e.g., planning and decision-making).

Modification

Modification involves changes to learning and evaluation situations that actually modify competency evaluation criteria and requirements for students with specific needs. The level of difficulty of the evaluation situation is modified accordingly. An example would be assigning a student with specific needs an easier task or a situation that is different from that assigned to the group as a whole. **Modifications may affect the possibility of obtaining a secondary school diploma.**

Remediation

As part of the teacher's workload, remediation is an intervention, by a teacher with a student or a group of students, which consists in implementing special support measures to prevent problems or academic delays.

School Board Parity Committee

A committee concerned with at-risk students and students with handicaps, social maladjustments or learning difficulties, which offers its view and recommendations on the organization of services and allocation of funds for students with special needs.

School Level Special Needs Committee (SLSNC)

A committee concerned with at-risk students and students with handicaps, social maladjustments or learning disabilities. The SLSNC informs the School Board Parity Committee of students' needs within the school, distributes allocated resources and evaluates the effectiveness of services offered at the school level.

4.2 Teacher-Initiated Instruction Plan

Refer to the model form on the following page.

SAMPLE: Teacher-Initiated Instruction Plan (TIIP)

Student's Name:		School:	
		Grade:	
Teacher Completing Form:		Date:	
Confidential File: Y <input type="checkbox"/> N <input type="checkbox"/>	If yes, did you read the recommendation? Y <input type="checkbox"/> N <input type="checkbox"/>	Date read:	

Reason(s) for Request / Description of Problem(s):

Spoken to (check all that apply):

<input type="checkbox"/> Administration	<input type="checkbox"/> Parent(s)
<input type="checkbox"/> Resource/Supporting Teacher	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Other Teacher(s)	

TIMELINE

(at least 30 days for pedagogy and 40 days for behaviour)

From:		To:	
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Environment:

<input type="checkbox"/> Preferential seating
<input type="checkbox"/> Small group
<input type="checkbox"/> Other: _____

Assignments:

<input type="checkbox"/> Shortened assignments (not evaluations)
<input type="checkbox"/> Reduced pencil / paper tasks
<input type="checkbox"/> Scribe
<input type="checkbox"/> Reader
<input type="checkbox"/> Extended time
<input type="checkbox"/> Opportunity to respond orally
<input type="checkbox"/> Other: _____

Materials:

<input type="checkbox"/> Audio
<input type="checkbox"/> Highlighted text / materials
<input type="checkbox"/> Manipulatives
<input type="checkbox"/> Braille
<input type="checkbox"/> Calculator
<input type="checkbox"/> Learning tools (i.e.: graphic organizer)
<input type="checkbox"/> Keyboard modifications
<input type="checkbox"/> Assistive Technology
<input type="checkbox"/> Types of software: _____
<input type="checkbox"/> O.T. recommended equipment (weighted vest, fidget toy, etc.)
<input type="checkbox"/> Other: _____

Instruction:

<input type="checkbox"/> Simplified instructions
<input type="checkbox"/> Provide lesson notes ahead of time
<input type="checkbox"/> Reduce copying from board
<input type="checkbox"/> Oral tests
<input type="checkbox"/> Frequent / immediate feedback
<input type="checkbox"/> Recorded answers / dictated information
<input type="checkbox"/> Audio materials

Behaviour:

<input type="checkbox"/> Positive reinforcement
<input type="checkbox"/> Frequent breaks
<input type="checkbox"/> Clearly defined limits / expectations
<input type="checkbox"/> Quiet time
<input type="checkbox"/> Time-outs
<input type="checkbox"/> Behaviour intervention plan
<input type="checkbox"/> Other: _____

Support Services Requested:

<input type="checkbox"/> Resource Support
<input type="checkbox"/> Speech & Language Pathologist
<input type="checkbox"/> Occupational Therapist
<input type="checkbox"/> Attendant Support
<input type="checkbox"/> Psychologist Assistance
<input type="checkbox"/> Social Worker
<input type="checkbox"/> Homework Program
<input type="checkbox"/> Other: _____