



The Mandate and Responsibilities of the Ad Hoc Committee within the Individualized Education Plan Process

Document 2 of 2



This information document outlines the mandate and responsibilities of the ad hoc committee within the Individualized Education Plan (IEP) process in Quebec's public English education sector. It is the result of various provincial consultations with youth sector teachers in the form of focus groups, committee meetings, surveys, and presentations to local unions.

These consultations have revealed there is much confusion about the role and responsibilities of the ad hoc committee within the IEP process, which is contributing to problematic school-level IEP practices that do not align with the purpose of IEPs, the collaborative actions of the IEP process as well as the prevention and early intervention aspects of chapter 8-9.00 of the Provincial Collective Agreement. Because of this, certain school-level IEP practices are impacting the quality of student IEPs. To avoid the establishment of IEPs that are not purposeful for teachers, or the academic and developmental growth of struggling students, the purpose and role of the ad hoc committee needs to be recognized as being fundamental to the IEP process.

The creation of this document is based on resources and legislation that govern our education system, notably the:

- Education Act (EA)
- MEQ IEP Framework and related IEP support documents
- Provincial Collective Agreement (PCA)
- Basic School Regulations (BSR)
- Act Respecting the National Student Ombudsman (NSO)

This document follows the QPAT document *Accessing Support Services for Students Experiencing Difficulties - A Non-Category Process (document 1 of 2)* and is divided into the following sections:

- Why Was This Document Created
- The Purpose of an IEP
- The Purpose of the Ad Hoc Committee
- The IEP Process
- Frequently Asked Questions
- Appendices
- References and Additional Resources





Why was this document created?

This document was created to:

- Clarify the purpose of an IEP
- Clarify the purpose of the ad hoc committee
- Clarify the mandate and responsibilities of the ad hoc committee within the IEP process
- Maximize the effectiveness of IEPs as a planning tool for the ad hoc committee or school team
- Maximize the effectiveness of IEPs as a tool for supporting student academic and developmental growth
- Follow up on the concerns raised by youth sector teachers who participated in various QPAT consultative initiatives on the topic of at-risk students, students with handicaps, social maladjustments, learning difficulties, and IEPs

How can this document be used?

As part of a presentation or conversation starter to identify:

- The mandate and responsibilities of the ad hoc committee
- The IEP 4 phase process and the roles and responsibilities associated with it
- Problematic IEP practices at the school level

To complement local level resources, such as:

- School board resources (e.g., handbook, special education policy) aimed at supporting schools and students with specific needs
- Local union resources (e.g., website, handbook, presentations)

The Purpose of an IEP

The purpose of the IEP is to coordinate and build collaborative actions to meet the learning and developmental needs of students with handicaps, social maladjustments or learning difficulties.¹ It is an official planning tool that is jointly established, by a school team within the context of an ad hoc committee, for students who struggle to progress and succeed within their educational program, or who require specialized services, or adaptations of the Quebec Education Program (QEP), or modifications of QEP expectations.²

A precursor to establishing an IEP with *effective* student goals (objectives) and means (strategies) is the assessment of student abilities and needs whereby there is a data collection and analysis phase to help an ad hoc committee or school team make informed, evidence-based decisions to meet student needs.³

The IEP should be **student focused** as it is established for students who struggle to progress in their educational program for various reasons.⁴ The purpose of an IEP is not to tell teachers how to teach or evaluate students as these are matters of professional autonomy. Teachers possess the educational expertise to select the methods of instruction and evaluation based on the objectives set for a student.⁵

To be purposeful, the IEP must be based on:

- An assessment of a student's abilities and needs which involves a data collection and analysis phase
- The establishment of QEP related objectives (goals) to be achieved by a student⁶
- The implementation of means (strategies) to support a student in attaining their QEP related IEP goals so they may progress academically and developmentally⁷

The Purpose of the Ad Hoc Committee

The purpose of the ad hoc committee is to carry out collaborative actions and responsibilities associated with supporting students with special needs and the IEP process. The ad hoc committee plays an important role in the IEP process because it requires a school team to make informed IEP related decisions and recommendations to meet student needs, based on an assessment of needs and abilities involving a data collection and analysis phase.⁸

The establishment of the ad hoc committee ensures the IEP process is collaborative, and that actions and responsibilities carried out by this committee align with the intentions of PCA chapter 8-9.00 (*Provisions Concerning Students With Special Needs*), which are prevention and early intervention, the MEQ's 4 Phase IEP Framework, and the Education Act.⁹ The work carried out by this committee also ensures that students with special needs and their teachers will benefit from its efforts and support.

To be able to carry out decisional responsibilities and actions as intended, the ad hoc committee must be made up of:

- The school administrator (or a representative of the school administration such as a vice-principal)
- The teacher(s) concerned, and
- A professional(s) (should their participation be requested by the committee)¹⁰

Since this committee focuses on discussions, recommendations, and decision-making that concern students with special needs, the ad hoc committee also provides a space for parents (and students whenever possible) to participate in discussions. Although parents are not committee members, they must be invited to attend these committee meetings, as they may have valuable information or suggestions to share with the committee and they need to be aware of the content and the possible implications of their child's IEP.¹¹ However, it is important to note that parents who do not attend a meeting or who refuse to participate cannot impede or prevent the committee from carrying out its responsibilities.¹²

¹ See MEQ (2022) IEP summary document. The global development of preschool children is the foundation of the MEQ's Preschool Cycle Program.

² EA 96.14, MEQ (2004) Individualized Education Plans: Helping Students Achieve Success, PCA 2023-2028; 8-9.08 a)

³ MEQ (2021) Suggestions for the Individualized Education Plan Process. Complementary Tool 3.

⁴ MEQ (2004) Individualized Education Plans: Helping Students Achieve Success.

⁵ EA s. 19 (Dec. 2024)

⁶ IEP goals must be QEP related so teachers may plan, teach, evaluate and report student progress (in the student report card and during regular reporting periods) according to QEP expectations.

⁷ MEQ (2021) Suggestions for the Individualized Education Plan Process. Complementary Tool 3.

⁸ As outlined in the Provincial Collective Agreement (PCA) 2023-2028; MEQ (2021). Suggestions for the Individualized Education Plan Process. Complementary Tool 3.

⁹ See PCA 8-9.08, the MEQ (2021) Suggestions for the IEP document, the MEQ 4 Phase IEP Framework (2022), and the EA s. 96.14, s. 234 in the reference section of this document.

¹⁰ PCA 2023-2028; 8-9.08 a)

¹¹ MEQ (2021) Suggestions for the Individualized Education Plan Process. Complementary Tool 3.

¹² PCA 2023-2028; 8-9.08 a)

The IEP Process

The Mandate and Responsibilities of the Ad Hoc Committee

1

Within **15 working days** of receiving a teacher's report requesting to have a case studied by the ad hoc committee (8-9.06a)), **the school administrator** must set up an ad hoc committee to ensure that the case is **studied and monitored** (8-9.08). Once the ad hoc committee has been established by the school administrator, the committee has the responsibility of:

2

Studying a case by collecting and analyzing data to assess student abilities and needs. (8-9.08 a i)), EA 96.14, EA 234, MEQ 2021).

3

Recommending intervention measures, to the teacher(s) concerned, that can be carried out (where applicable) right away (8-9.08 a i)).

4

Requesting and obtaining (as soon as possible) further evaluations from professionals, if the committee deems this is necessary (8-9.08 a ii)).

5

Making recommendations to the school administrator on the support services (allocated by the SLSNC and the School Board Parity Committee) to be set up as soon as possible (8-9.04, 8-9.05, 8-9.08 a iv)). Support services may be for the student, the teacher, or both (8-9.06 d)).

6

Making recommendations to the school administrator (where applicable) on the possibility of identifying a student according to one of the definitions prescribed in Appendix XXXI of the PCA.

Following the ad hoc committee's recommendations, and considering any pertinent professional evaluations that may have been requested, the **school administrator** must decide:

To act upon or reject support services that were recommended to be set up within 15 working days of receiving this recommendation (8-9.08 b)).

To act upon or reject identifying a student (where applicable) according to one of the definitions prescribed in Appendix XXXI within 15 working days of receiving this recommendation (8-9.08 b)).

Please note:

Should either recommendation be adopted, they must come into effect within **15 working days** of the decision. Should either recommendation be rejected, the reasons must be stated to the members of the ad hoc committee within 15 working days of the decision (8-9.08 c) d)).

7

Assisting the school administrator in establishing a (new) IEP, according to an identified need, by making appropriate IEP recommendations (8-9.08 a) v)). IEP recommendations should align with individual student needs determined through the data collection and analysis phase of the IEP process and be QEP related (EA s. 96.16, EA s. 234, MEQ 2004).

8

Overseeing the implementation of the adopted measures or actions in connection with the IEP and **periodically** following up, reviewing and updating the IEP (8-9.08 a) vi)).

Frequently Asked Questions

1. Is the IEP an official document?

Yes. The IEP is an official document, as the purpose, responsibilities, and requirements for establishing an IEP for students with handicaps, social maladjustments, or learning difficulties are defined in the Education Act, which has official or legal status.¹³

2. Do IEPs generate funding for services for students with support needs?

No. IEPs do not generate funding for services for students with support needs. School boards receive funding from the Ministry of Education by submitting student “codes” to the ministry’s Charlemagne system and, in recent years, a family of budgetary measures which are indexed annually and earmarked for students with special needs.

Although the Ministry of Education continues to fund school boards via student codes, as well as a family of special budgetary measures, the ministry did make changes to the process by which it validated student codes submitted by school boards. A thorough and complete assessment of a student must still be carried out by a professional; however, the ministry eliminated their lengthy coding validation process to reduce administrative procedures associated with the process so school boards could maximize the accessibility of professionals for students and teachers at the school level.

3. Why is the ad hoc committee an important part of the IEP process?

The ad hoc committee is an important part of the IEP process because it allows a school team to work together to make informed IEP related decisions and recommendations to meet student needs based on an assessment of student needs and abilities, which involves a data collection and analysis phase.¹⁴

4. What are the 4 phases of developing a new IEP within the context of the ad hoc committee?

The 4 phases of the IEP process that the ad hoc committee must carry out to develop an IEP with QEP related content are as follows:¹⁵



Phase 1: Collecting and reviewing data or evidence of student abilities and needs.

A precursor to establishing an IEP with sound goals and strategies is the assessment of student abilities and needs whereby there is a data collection and analysis phase to help an ad hoc committee or school team make informed decisions to meet student needs.¹⁶

Based on the data collected, which may consist of information such as professional assessments, support from external services, and/or student academic evaluations for example, the ad hoc committee (which involves the school administrator) studies the information and from there a decision is made to develop an IEP (or not). This information is kept in a student’s records and/or special needs (or confidential) file to which teachers may request access through their school administrator.¹⁷

Phase 2: Planning interventions to support student learning needs.

Should the ad hoc committee’s work carried out in phase 1 result in a decision to establish a new IEP for a student, this phase of the IEP process focuses on planning interventions for a student where the ad hoc committee establishes QEP related objectives or goals and defines the means or strategies required to support the student’s learning.

Parents must be invited to attend this phase of the process to participate in discussions and to be informed of decisions regarding their child.¹⁸

Phase 3: Implementing the interventions that were planned in phase 2.

This phase involves implementing the QEP competency-based IEP goals (objectives) and the appropriate means (strategies) to support the student so specified learning goals can be achieved. The means to support a student’s learning may be in the form of support personnel, special material or tools to use in the student’s environment, or instructional strategies (such as having a student use an agenda for organizational purposes).¹⁹

¹³ See EA (Chapter III Schools Division V (Principal) s. 96.14).

¹⁴ As outlined in the Provincial Collective Agreement (PCA) 2023-2028; MEQ (2021) Suggestions for the Individualized Education Plan Process. Complementary Tool 3.

¹⁵ According to PCA 2023-2028; 8-9.08, the MEQ IEP Framework summary in Appendix 2 and MEQ resources found in the References and Additional Resources section of this document.

¹⁶ MEQ (2021) Suggestions for the Individualized Education Plan Process. Complementary Tool 3.

¹⁷ PCA 2023-2028; 8-9.01 b), 8-9.08.

¹⁸ PCA 2023-2028; 8-9.08 a).

¹⁹ MEQ (2021) Suggestions for the Individualized Education Plan Process.

Phase 4: Evaluating student learning and the revision or updating of the IEP goals and/or means.

If a student has made progress with or achieved the learning goal(s) identified in their IEP, this progress can be indicated in the student's report card during a regular reporting period and the IEP can be revised by adjusting goals (and means, if required) to further strengthen learning or changing goals altogether.

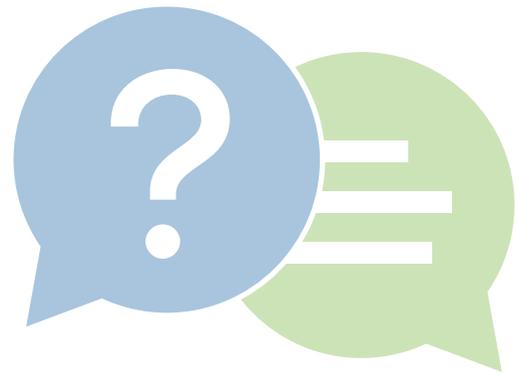
The ad hoc committee members decide how and when a student's IEP should be reviewed and updated.²⁰

5. My administrator asked me to create a new IEP on my own. Is this an acceptable request?

No. Because the IEP is an official document that is prescriptive in nature and is a joint planning tool intended to meet the specific needs of students with handicaps, social maladjustments or learning difficulties²¹, which requires the input of a school team, teachers must not establish **new** IEPs on their own.²²

To establish a new IEP, an ad hoc committee must be set up and this is the responsibility of the school administrator. The ad hoc committee must consist of the school administrator (or vice-principal), teacher(s) concerned, and, at the committee's request, a professional(s).²³ As the pedagogical leaders in schools, administrators are responsible for making sure that educational services provided at the school level meet standards of quality.²⁴ The involvement of the school administrator in the creation of **new** IEPs is fundamental to ensuring that this important phase of the IEP process produces a purposeful plan to meet the individual needs of struggling students.

Also, considering the National Student Ombudsman complaint procedure that is now in place for parents and students to exercise should they be dissatisfied with the IEP process or the IEP in place,²⁵ school administrators play a key role in ensuring the school team is aware of student needs, that appropriate services are in place to meet student needs, and that quality IEPs are developed to reflect this. The school administrator's involvement in the development of new IEPs also makes certain that the first IEP meeting with parents will occur without issue, since discussions may include information or decisions that may be difficult for families to understand or accept.



6. Is orchestrating the ad hoc committee or IEP process the responsibility of the resource teacher (elementary remedial or high school supporting teacher)?

No. As stated in question 4, setting up the ad hoc committee is the responsibility of the school principal, and the IEP process is meant to be carried out by **a team** within an ad hoc committee which includes the school principal.

Although a school principal may delegate or assign other tasks or duties to (resource) teachers, this does not mean that *administrative responsibilities*, such as establishing an ad hoc committee can be delegated or assigned to (resource) teachers.²⁶ If a teacher is assigned to any other task or duty, it must still be compatible with the general duties of a teacher as outlined in 8-2.00 of the PCA.²⁷ Other assigned tasks or duties of a (resource) teacher must not interfere with or supersede direct services to students and classroom support for teachers.²⁸

Also, the orientation of resource as a support service (for students and teachers) is a topic of discussion for the school-level participating body of teachers (Teacher Council) where teachers can voice how they want this service to be used.²⁹

7. Which documents should be consulted when establishing a new IEP or revising an existing IEP?

IEP objectives or goals must be related to the QEP for planning, teaching, evaluating and reporting purposes. The IEP means or interventions must then support a student in attaining the IEP goals that have been specified.³⁰ For an IEP to be carried out with its intended purpose (as explained earlier in this document), the QEP, the *Progressions of Learning*, the *Framework for the Evaluation of Learning*, and any pertinent reports which may contain assessments and/or recommendations by a professional (psychologist, speech-language pathologist, occupational therapist, for example), must be consulted when creating IEPs.

²⁰ PCA 2023-2028; 8-9.08 a) vi).

²¹ EA s. 96.14, MEQ (2004) Individualized Education Plans: Helping Students Achieve Success.

²² PCA 2023-2028; 8-9.08.

²³ PCA 2023-2028; 8-9.08 a).

²⁴ As outlined in EA (Chapter III Schools Division V (Principal) s. 96.13).

²⁵ As indicated in EA s. 96.14.

²⁶ Establishment of the ad hoc committee is the responsibility of the

school administration (PCA 2023-2028; 8-9.08 a)).

²⁷ PCA 2023-2028; 8-11.04 (Other Duties).

²⁸ See the QPAT *Role of the Remedial Teacher* and *Role of the Supporting Teacher* documents in the *References and Additional Resources* section of this document.

²⁹ PCA 2023-2028; 4-1.02 d).

³⁰ See MEQ (2021) *Suggestions for the Individualized Education Plan Process*. Complementary Tool 3, p. 2, 4-5.

8. Is there a minimum or maximum number of objectives or goals for an IEP?

Although there is no rule, the more objectives that there are in an IEP, the more difficult it is to meet the needs of all students. To avoid IEPs becoming impossible tools to implement, only the most pressing student objectives should be prioritized.

Priorities may, for example, include one literacy, numeracy, and social/emotional objective, provided that the goals or objectives are related to the QEP³¹. If appropriate, these objectives may be embedded across subject areas. Social/emotional objectives may be linked to the Cross-Curricular Competencies (or “Other Competencies”).

Once a student has made progress or has attained an IEP learning objective(s), the objective(s) may be refined to further strengthen learning or be replaced by a new objective(s) altogether.

9. Are teachers required to produce monthly “IEP reports” throughout the school year (up to 10 reports per student IEP), on top of regular report cards?

No. IEP reports are not a reporting obligation for teachers, as they are not stipulated as such in the PCA, the BSR, or recognized by the MEQ and this practice imposes extra work on teachers, beyond required reporting periods.³²

It is also important to note that the frequency and timing of IEP updates are “periodic” (not monthly) and will depend on a change in a student’s situation, or their academic or developmental progress.³³ Basing itself on this, it is the ad hoc committee that oversees the follow-up and updating of IEPs.³⁴ Producing monthly reports of this nature imposes an unrealistic timeline on vulnerable learners. Establishing a rigid monthly schedule to review IEPs and produce reports may disadvantage students who require additional time to reach their objectives.

However, for parents of students that have an IEP, communication between the school and parents should occur at least once a month. This framework for communication is stipulated in the BSR to ensure effective communication and coordination of support between the home and the school.³⁵



The ten communications may include:

- One written communication (interim report) by October 15th³⁶
- Three regular report cards³⁷
- Parent-teacher meetings (e.g., curriculum night, student-led conferences, portfolio meetings)
- Documented phone calls, emails, notes in a student agenda, individual meetings with parents³⁸
- IEP related meetings
- Etc.

10. Should an “action plan” be used along with or in place of a student IEP?

No. An action plan is not recognized as an official document in the EA, the BSR, or the PCA. The IEP is the only official planning tool that is designed to meet the specific needs of struggling students.³⁹

The consequence for using an action plan instead of an IEP may result in a student not being allowed to access certain accommodations in an evaluation situation, as an action plan is also not recognized by the MEQ’s *Certification of Studies and Management of Ministerial Exams (Sanctions des études)*. According to the MEQ’s rules surrounding ministry exams, which school boards are obliged to follow, only certain exam adaptations or accommodations are acceptable during ministry exams, and these must be indicated in an IEP that has been developed based on evidence of need.⁴⁰

³¹ See MEQ (2021) Suggestions for the Individualized Education Plan Process. Complementary Tool 3, p. 4-5.

³² PCA 2023-2028; 8-2.01, BSR s. 29, 29.1.

³³ As indicated in EA s. 96.14, PCA 2023-2028; 8-9.08 a) vi), MEQ (2004) Individualized Education Plans: Helping Students Achieve Success, p. 27.

³⁴ PCA 2023-2028; 8-9.08 a) vi).

³⁵ MEQ (2016) Reference Framework and Guide for Schools: Working with Students with Behavioural Difficulties.

³⁶ BSR s. 29.

³⁷ BSR s. 29.1.

³⁸ These communications may also be made by individuals other than a classroom teacher such as a school administrator, special education technician, attendant, daycare technician, etc.

³⁹ EA s. 96.14.

⁴⁰ See the Administrative Guide – 2015 Edition General for the Certification of Studies and Management of Ministerial Examinations.

11. Should an IEP be established as soon as a student is struggling or used to prevent a student from failing?

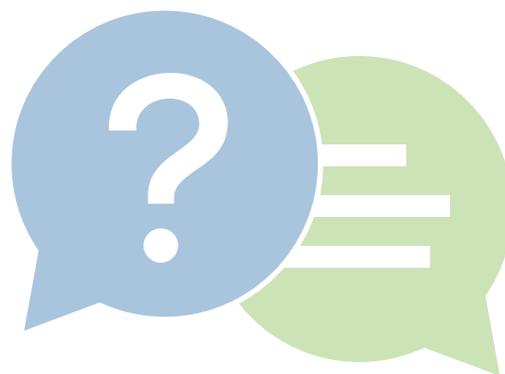
Several actions can be taken to support a student **before** an IEP is considered. Teacher or classroom interventions should be carried out for a significant period and following these interventions, should there be no improvement in a student's situation, additional support services may be requested and provided without developing an IEP.⁴¹ Should a student continue to struggle despite interventions and additional support being provided, further investigation into the student's situation may be required. This investigation may lead to the establishment of an IEP, as the IEP must be based on an assessment of a student's abilities and needs (the data collection and analysis phase) carried out by the ad hoc committee.⁴²

If a student with an IEP is being provided with the interventions and support that have been recommended in a professional report and/or based on the needs and abilities established during the ad hoc process, and the student is still not successful, then a student may receive a failing grade in their report card. If the student remains unsuccessful, then the ad hoc committee may need to review the IEP objectives and means, or the form of differentiation on which the IEP is based.⁴³

12. Is parental consent required to modify a student's level of learning?

No. Neither the EA nor the MEQ IEP Framework, guidelines, or directives indicate that parental consent is required to modify a student's level of learning. Decisions regarding modifying a student's level of learning are the responsibility of the school administrator and the school team within the context of an ad hoc committee.⁴⁴ However, parental consent is required for a professional to carry out an observation or an assessment of a student, or to have a student repeat a school year at the preschool or elementary level.⁴⁵

It is important to note that the school administrator and school team do have the responsibility of properly informing parents about what such a decision entails regarding curriculum expectations and the eventual possibility of not obtaining a regular high school leaving certificate.



13. Can parents decide whether their child needs an IEP?

No. The creation or closing of an IEP needs to be based on the assessment of student abilities and needs, analysis of information collected, recommendations, and decisions made by the ad hoc committee or school team.⁴⁶

The committee must invite parents to attend meetings, especially when important recommendations and decisions concerning their child are being made. As parents are invited guests and not considered committee members or school team representatives, the fact that the parents do not attend or participate in a meeting cannot impede or prevent the committee from carrying out its work.⁴⁷

14. Can an IEP be closed?

Yes. The same process that is used to open an IEP should be used to close an IEP. The ad hoc committee would be required to gather evidence of student progress, and demonstrate that an IEP is no longer required, leading to a joint or team decision to close an IEP.

15. Who should be consulted when closing an IEP?

All stakeholders involved in a student's IEP should be consulted when the closing of an IEP is considered. This also means parents of the students concerned (and the students wherever possible) must be invited to attend the (ad hoc committee) meeting so they may contribute to discussions and are informed of decisions the committee will make regarding their child. Although parents must be invited to attend, it is the ad hoc committee members who are responsible for carrying out IEP related recommendations and decision making. The fact that parents do not participate or do not attend such a meeting must not impede or prevent the committee from carrying out its decision to close an IEP.⁴⁸

⁴¹ PCA 2023-2028; 8-9.06 a) is a non-category process for accessing services for students whereby no prior code, diagnosis or IEP is required for students to access services.

⁴² PCA 2023-2028; 8-9.08; MEQ (2021) Differentiated Instruction: Helping all students achieve educational success, p. 19.

⁴³ PCA 2023-2028; 8-9.08.

⁴⁴ EA s. 96.14, PCA 2023-2028; 8-9.08.

⁴⁵ As per MEQ directives (OLCM), students cannot repeat year one of the preschool cycle program (for 4-year-olds). See also EA s. 96.17 and 96.18.

⁴⁶ PCA 2023-2028; 8-9.08; MEQ (2021) Differentiated Instruction: Helping all students achieve educational success, p. 19.

⁴⁷ PCA 2023-2028; 8-9.08.

⁴⁸ PCA 2023-2028; 8-9.08.

Appendix 1

PCA Excerpt: Clause 8-9.08

- a) Within 15 working days of receiving the teacher's report under subclause c) of clause 8-9.06, the school administration shall set up an ad hoc committee to ensure that the case is studied and monitored. The committee shall be made up of a representative of the school administration, the teacher or teachers concerned and, at the committee's request, a professional. The committee shall invite parents to attend committee meetings. However, the fact that the parents do not attend a meeting shall neither impede nor prevent the committee from carrying out its work. Specifically, the committee's mandate shall be:
- i) to study each case submitted and, where applicable, make recommendations to the teacher on other intervention measures to be carried out immediately;
 - ii) to request, if the committee deems it necessary, pertinent evaluations from the competent personnel;
 - iii) to obtain, as soon as possible, the evaluations prescribed in subparagraph if need be;
 - iv) to make recommendations to the school administration on the services to be set up under clauses 8-9.04 and 8-9.05 and, where applicable, on the possibility of identifying the student according to one of the definitions prescribed in Appendix XXXI;
 - v) to assist the school administration in establishing an individualized education plan by making appropriate recommendations;
 - vi) to oversee the implementation of the measures adopted concerning the individualized education plan, its follow-up and periodic evaluation.
- b) The school administration shall decide whether to act upon or reject the recommendations made under subparagraph iv) of subclause a), within 15 working days of receiving the recommendations, barring exceptional circumstances.
- c) If the school administration decides to adopt measures based on the recommendations made under subparagraph iv) of subclause a), the measures shall come into effect, whenever possible, within 15 working days of the decision.
- d) If the school administration decides to reject the recommendations made under subparagraph iv) of subclause a), it shall state the reasons to the members of the committee prescribed in that subclause, within 15 working days of the decision.
- e) The ad hoc committee may, at any time, use additional resources and, if it deems necessary, meet with the student.

Appendix 2

The MEQ 4 Phase IEP Framework ⁴⁹

The Individualized Education Plan

The purpose of the Individualized Education Plan (IEP) is to coordinate and structure collaborative actions aimed at supporting students with handicaps or those experiencing adaptation or learning difficulties. These actions are designed to promote the student's learning and social integration with a view to their educational qualification. Led by the school principal, the process involves parents, school staff, and the student—wherever possible, depending on their ability. The individualized nature of the IEP fosters collaboration among various stakeholders to identify the student's needs and strengths and implement appropriate measures to support their educational success.



The four phases of the IEP process:

- › Information gathering and analysis
- › Planning of IEP interventions
- › Implementation of interventions
- › Review of the IEP

Key stakeholders:

- › The school principal
- › The student themselves, whenever possible
- › The parents
- › Teaching staff and complementary educational services staff
- › School daycare staff (if applicable)
- › External partners (if applicable)

Three situations that require the implementation of an Individualized Education Plan:

SITUATION 1

A student's complex situation requires increased and coordinated involvement from the student, their teacher(s), their parents, the school principal, and, when necessary, other school staff or external organizations. Together, they work to find solutions to the challenges the student is facing and support their progress.

SITUATION 2

A student's situation may require the implementation of specialized resources or various accommodations (teaching strategies, adapted learning materials, specific resources, etc.), in addition to the actions typically taken by the teacher, in collaboration with the cycle team, to tailor their support to the student's needs.

SITUATION 3

A student's situation requires decisions that will have an impact on their educational pathway, such as decisions related to assessment accommodations, exemptions from the Basic school regulation, or specific guidance regarding their academic progress or placement.

The assessment of the student's needs and abilities is at the core of this process, which does not require a formal diagnosis.

⁴⁹ A summary of the 4 Phase IEP Framework (MEQ, 2022).

Appendix 3

Forms of Differentiation: Pedagogical Flexibility, Adaptation, and Modification ⁵⁰

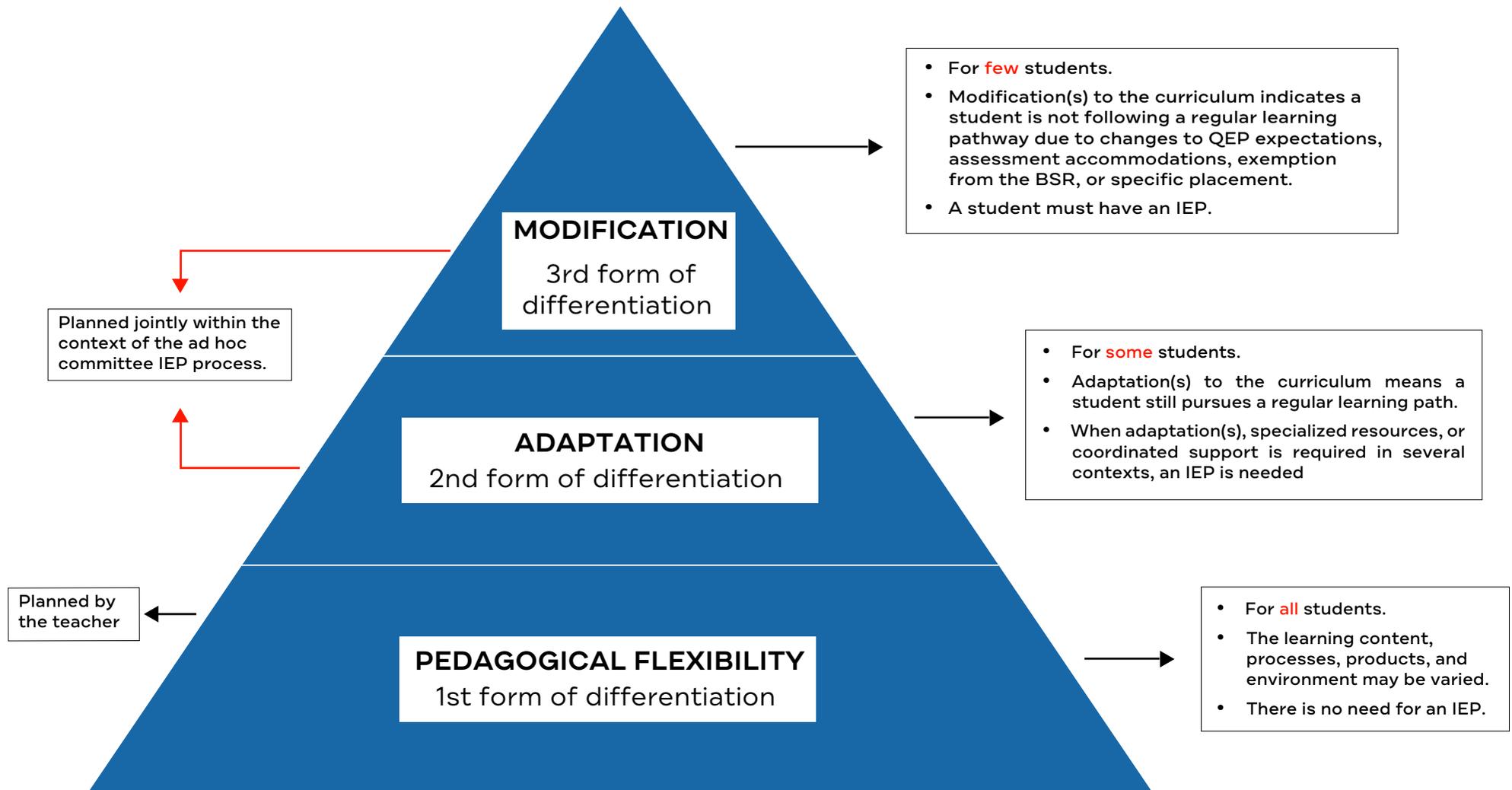
Table 1 – Differences Between Support in the Form of Pedagogical Flexibility, Adaptation and Modification

Pedagogical Flexibility	Adaptation	Modification
<ul style="list-style-type: none"> • Allows the student to acquire and demonstrate the same learning as the other students • Meets a need that arises occasionally, or works in conjunction with an adaptation • Planned by the teacher • Implemented for a specific teaching period or for a specific number of activities 	<ul style="list-style-type: none"> • Allows the student to acquire and demonstrate the same learning as the other students • Meets a need that arises in several different contexts • Planned jointly as part of the individualized education plan process • Implemented in the subjects for which the adaptation is needed 	<ul style="list-style-type: none"> • Allows the student to acquire and demonstrate the learning identified in the individualized education plan • Implemented in exceptional cases, to allow the student to progress in a different way than other Québec students • Planned jointly as part of the individualized education plan process • Implemented in the subject for which the modification is needed • Denoted by a distinctive indicator in the report card

⁵⁰ Table 1 (MEQ 2015) Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students.

Appendix 4

Forms of Differentiation and the Ad Hoc Committee ⁵¹



⁵¹ Compiled using MEQ differentiated instruction resources (MEQ 2015, MEQ 2021) and the PCA (8-9.08 v)). See Appendices 1 and 3 and the MEQ (2021) Differentiated. Instruction: Helping all students achieve educational Success.

References and Additional Resources

[Soutien aux élèves handicapés ou en difficulté d'adaptation ou d'apprentissage | Gouvernement du Québec](#)

Ministère de l'Éducation. (2025)

[Maternelle 4 ans temps plein - Objectifs, limites, conditions et modalités](#)

Ministère de l'Éducation. (2022) Synthèse - Summary [PFEQ - Le plan d'intervention](#)

Ministère de l'Éducation. (2021). Differentiated Instruction: Helping all students achieve educational success/Différenciation pédagogique : Soutenir tous les élèves pour favoriser leur réussite éducative. https://www.education.gouv.qc.ca/fileadmin/site_web/doc_ments/education/jeunes/pfeq/differentiation-pedago-AN.pdf

Ministère de l'Éducation. (2021). Suggestions for the Individualized Education Plan Process. Adaptation strategy and Modification of expectations associated with QEP requirements (students with handicaps, social maladjustments or learning difficulties). Complementary Tool 3. [Complementary tool 3 tof 3 - Suggestions for the Individualized Education Plan Process](#)

Ministère de l'Éducation. (2016) Reference Framework and Guide for Schools: Working with Students with Behavioural Difficulties [Reference Framework and Guide for Schools: Working with Students with Behavioural Difficulties](#)

Ministère de l'Éducation (2015). Administrative Guide-2015 Edition General Education, Youth Sector; General Education, Adult Sector; Vocational Training. Certification of Studies and Management of Ministerial Examinations. [Administrative guide - 2015 edition. Certification of studies and management of ministerial examinations : general education, youth sector; general education, adult sector; vocational training | BAnQ numérique Guide de gestion - Edition 2015 - Sanction des études et épreuves ministérielles](#)

Ministère de l'Éducation. (2015). Pedagogical Flexibility, Adaptations and Modifications for Special Needs Students. https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/Precisions_flexibilite_pedagogique_en.pdf

Ministère de l'Éducation (2013). Guide To Using the Framework for Developing Individualized Education Plans (IEPs) http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/GuideUtili_CanevasPlanInterv_a_1.pdf

Ministère de l'Éducation. (2004). Individualized Education Plans: Helping Students Achieve Success. [Reference Framework for the Establishment of Individualized Education Plans](#)

Ministère de l'Éducation. (2004). Individualized Education Plans: Helping Students Achieve Success. In Brief. https://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/19-7053_phasesplan_eng.pdf

[Preschool Education Cycle Program | Gouvernement du Québec](#)

[Progression of Learning - English Language Arts - Elementary](#)

[Framework for the Evaluation of Learning - English Language Arts - Elementary](#)

[Progression of Learning - Mathematics - Secondary - Cycle 1 and 2](#)

[Framework for the Evaluation of Learning - Mathematics - Secondary - Cycle 1 and 2](#)

[Provincial Collective Agreement - 2023 - 2028](#)

[P-32.01 - Act respecting the National Student Ombudsman](#)

[QPAT Role of the Elementary Remedial Teacher](#)

[QPAT Role of the High School Supporting Teacher](#)

[Quebec Basic School Regulation](#) (December 2024)

[Quebec Education Act](#) (December 2024)

[Support for Students with Handicaps, Social Maladjustments or Learning Difficulties | Gouvernement du Québec](#)

If the ad hoc committee or IEP process in your school do not seem to align with the information presented, or you have questions or are facing challenges, please contact your local union.

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