

September 2026

Dear Parents,

I am thrilled to welcome your child back to the Chelsea Centre. The Centre is a highly supportive, inclusive, and adaptive learning environment that prioritizes individualized instruction, accessibility, and emotional well-being of students with intellectual and other disabilities. Students are evaluated based on the CASP education program: A Competency-based Approach to Social Participation, which focuses on building communication skills, independent living skills, fine and gross motor development, and social and personal development. The program is designed to help students bridge their learning in the classroom to various domains of their lives, particularly broader school life, personal care and well-being, leisure, home and community life, and travel.

Given the core focus of the program, fostering communication and social development remains paramount for our students. Throughout the day, our students are actively encouraged to articulate their wants and needs, engage meaningfully in classroom discussions, express a range of emotions, utilize language as a self-regulation mechanism, and participate in peer interactions. Individualized accommodations are meticulously provided to ensure each student can maximize their communication potential using their communication devices. All instructional sessions, group activities, and dialogues are modeled and facilitated using the visual language platform Proloquo2Go. Our instructional style supports not only the advancement of their expressive language but also significantly enhances their literacy skills. Additionally, students from the Centre benefit from partial integration into age-appropriate mainstream classrooms within the broader school community. During these integrated periods, which include academic lessons, recreational activities, peer reading sessions, and lunch breaks, students apply their communication strategies in authentic social contexts. This inclusive approach fosters meaningful interactions with neurotypical peers, promoting generalization of communication skills beyond the Centre.

Building autonomy is the foundation of the Centre. Aside from attaining academic goals, programs are designed to increase your child's repertoire for leisure activities. These include physical education, art, cooking, music, nature walks, boardgames and daily living skills. Our daily living skills program gives students the opportunity to take care of their personal needs, create their own meals, clean up after themselves, and attend to assigned classroom chores.

Since we encourage our students to connect with the broader community, we have a monthly coffee cart, where we sell baked food and caffeinated beverages to staff members. Students are responsible for making a grocery list, budgeting what can be purchased, choosing items for the menu, baking various goods, and selling these items. The money that is raised from these sales fund the students' outings in the community, such as making purchases at the *depanneur*, going to restaurants, and sending letters at the post office.

The Centre's Evaluation Procedures

Each student has an Individualized Education Plan (IEP) that outlines their individual needs, abilities, and educational goals for the year. These goals are assessed using the CASP program's five basic competencies, as outlined below.

Competency	Evaluation Description
Communicates	• Produces a message - Expresses his/her intention - Uses a means of communication effectively - Takes the recipient into account • Understands a message - Decodes verbal and non-verbal language - Asks for clarification when necessary - Reacts appropriately to the message • Takes part in conversations - Starts a conversation - Maintains a conversation - Adjusts to the context - Ends a conversation - Answer questions based on class discussions
Uses the information available in his/her environment	• Selects information - Consults the chosen information source - Identifies key indicators - Selects items of information that are relevant to his/her need or question • Selects an information source - Identifies his/her need or question - Identifies the information sources to be used - Makes a connection between the sources and his/her need or question • Considers the selected information - Meets a need or answers a question based on the selected information - Uses the information to problem solve - Adjusts to the information that is available
Interacts with people in his/her community	• Pays attention to other people - Adopts an open attitude toward others - Develops social relationships - Adopts appropriate social behaviours • Becomes involved in a group - Helps to carry out an activity or a group project

	- Assumes responsibility - Takes part in a group • Complies with school rules and social norms - Is familiar with classroom and school rules and social norms - Makes a connection between breaking the rules and the impacts this generates for him/herself and others - Adjusts her/his behaviour to the school rules and social norms
Acts methodically	• Prepares to perform the task - Situations actions in a time frame - Chooses appropriate materials - Situates themselves within a given space • Understands the task - Understands the context in which the task is performed: purpose, recipient, duration - Identifies the available resources • Performs the task - Performs the actions required by following the steps in the procedure - Takes time constraints, spatial limitations, and material requirements into account - Uses appropriate strategies
Acts in a safe manner	• Recognizes potentially dangerous situations - Identifies signs of danger in her/his environment - Recognizes unsafe actions and situations - Understands the consequence of unsafe actions and situations • Adopts appropriate safe behaviours - Follows the rules of safety - Acts prudently - Avoids unsafe situations • Knows the procedure to follow in an emergency or potentially dangerous situation - Selects the appropriate procedure to follow in an emergency or potentially dangerous situation - Names the available support resources

You will receive four official communications on your child's progress throughout the school year. Below you will find the dates of these communications and reports:

Progress Report- **October 15th 2026**

1st term Report Card- **November 20th 2026**

2nd term Report Card- **March 12th 2027**

3rd term Report Card- **July 2nd 2027**

If you have any further questions regarding your child's IEP or how your child will be evaluated, please do not hesitate to contact me. I am looking forward to another great year together.