

A male teacher with dark hair and a beard, wearing a dark sweater over a white collared shirt, is leaning over a female student. The student has long brown hair and is wearing a white polo shirt with a logo and a dark cardigan. They are outdoors, with a bright green background. The student is looking down at an open book or document, and the teacher is pointing at it. The text is overlaid on the bottom half of the image.

**25 ACCOMMODATIONS  
AND STRATEGIES EMBEDDED  
IN THE CENTENNIAL ACADEMY  
APPROACH**



ACADÉMIE CENTENNIAL  
CENTENNIAL ACADEMY

# CENTENNIAL ACADEMY PHILOSOPHY, AND THE ACCOMMODATIONS AND STRATEGIES EMBEDDED IN OUR APPROACH



Centennial Academy accepts a wide range of learners. No matter what the diagnosis, our students have executive functioning challenges (planning, organizing, starting, and stopping).

Most adolescents 12-15 years of age have similar challenges as the prefrontal cortex governing these planning areas is just beginning to develop. We believe that reducing the stress on the prefrontal cortex improves learning outcomes for most students during these critical development years.

## OUR PHILOSOPHY

- I. To embed effective and best practices into the learning experience of every Centennial student. This process, sometimes referred to as the Universal Design for Learning (UDL), reduces the need for individual and specialized learning strategies for most students.
- II. Students need opportunities to succeed. We do not focus on areas of weakness, but we focus on developing strengths.
- III. We focus on developing learning behaviours instead of focusing on grades. We have learned that personal consistency with learning behaviours leads to improved success across all domains.
- IV. We are constantly innovating and trying new strategies based on research to improve student success.
- V. We believe in the motto that *"When you think you can, you can and when you think you can't, you can't."* We focus on helping students see that they can learn and succeed!

## 25 ACCOMMODATIONS AND STRATEGIES

1. Teachers move from class to class, not the students, on a Monday to Friday schedule (not day 1, day 2).
2. Students leave books and materials in their cubby at the back of the room reducing the need to go to lockers.
3. Materials are colour-coded by subject. The colour system is standard in all classes from secondary I-V.
4. Course packs are created for Math, Science, and Social Studies. Notes and homework are embedded into these materials. All course packs are online.
5. Students have assigned seats in the classroom. The teachers review these periodically and seating arrangements are modified as needed.

6. Homework is visible in all classrooms; it is written on the sideboard and posted online in a framework that is consistent for all staff, across all disciplines.
7. Each student receives a laptop to complete work. In secondary I and II, all students have access to WordQ and spell check (these are extended in IEPs at later levels).
8. We have a 45 minute homework period at the end of each school day, Monday through Thursday.
9. We collect data daily on homework completion, learning engagement, focus and attention, as well as social interactions.
10. We focus on the development of learning behaviours to support learning: Preparation, completion of work, asking questions, engagement, attention, focus and open to feedback.
11. UDL Teaching/ Learning Strategies:

### ▶ ENGLISH/FRENCH/SOCIAL STUDIES

- Active reading strategies
- Graphic organizers for writing (student will be provided with a model)
- Vocabulary development (BOOM, Mot lexicque personelle for French)
- Scaffolded model to support document analysis (history)
- Writing workshops in English (scaffolded, step by step, guided instruction)
- WRAP unit (7/8); SLE (7/8 secteur français)
- Effective feedback strategies—focus on feedback rather than grades

### ▶ MATH

- Long answer procedure (provided with a model)
- Redo tests under 70% (sec I & II)
- Weekly Memory Aid Builder
- Effective feedback strategies—focus on feedback rather than grades

### ▶ SCIENCE

- Redo labs under 80%
- Memory aids as a learning tool (to be used for quizzes)
- Facile learning, Gizmo
- Effective feedback strategies—focus on feedback rather than grades

12. WordQ is available for all students both at home and school.
13. Laptops are assigned to each student in the classroom.
14. PowerPoint summaries are provided for lessons in Math, Science and Social Studies.
15. A common language is used to address disciplinary matters (Verbal warnings, Teacher conferences).
16. Routine self-reflections are conducted to provide teachers with information on what was learned and what is not clear in order to guide future instructions.
17. Exam preparation packages are provided to guide study and review during December and June exam periods.
18. Exam tutorials are held the day before an exam to prepare students and respond to questions.
19. Exam preparation study groups are arranged in December and June to provide students with collaboration opportunities to review and reflect.
20. Routine catch-up days are held for students who fall behind – Fridays, PED Days and end of term.
21. Exercise bikes are on each floor to run off excess energy.
22. Noise cancelling headphones are available for student use as needed.
23. Classroom box of supplies (pencils, highlighters, calculators) in every classroom.
24. Pencil toppers, flexible furniture as well as fidget toys for student use as needed.
25. Lunch groups and activities are scheduled to provide structure to “out of class” time.



## CENTENNIAL INDIVIDUAL STRATEGIES TO MEETING INDIVIDUAL NEEDS

1. Tracer – to prompt self-awareness and self-regulation. To enhance effective learning behaviours (focus and attention, appropriate social interactions, and engagement)
2. Daily check for home plans which includes agenda plan and material verification to ensure students arrive at home with necessary materials and give parents the “heads up” that it has been completed
3. After school homework training program to develop the learning behaviours to complete work autonomously
4. Morning and/or afterschool support in math, reading, writing, social studies and French, based on students’ greatest area of skill and learning deficit
5. Procedure cards for students requiring reminders for academic and/or social issues
6. Desk prompts – visual reminders for student to support the development of self-regulation
7. Exam/test/evaluation accommodations – quiet room, breaks, extra time
8. Reduced course load – students can be permitted to drop a course to build area of success in other areas (for a set period of time)
9. Daily or more frequent check-ins for students who need individual support for self-regulation and emotional regulation
10. Small group tutorials during study block for identified “at risk” students

**\*\*NOTE:** This list is not exhaustive. Our team, in alignment with data and in collaboration with parents, professionals, and consultants are involved in diverse and innovative responses to support ongoing learning and development.





ACADÉMIE CENTENNIAL  
CENTENNIAL ACADEMY

5000 Côte St. Luc Road, Montreal, H3W 2G9  
(514) 486-5533, ext. 322 • [admissions@centennial.qc.ca](mailto:admissions@centennial.qc.ca)  
[www.centennial.qc.ca](http://www.centennial.qc.ca)

**Centennial offers English and French-language secondary education.**