



REGISTER OF OFFICIAL DOCUMENTS

STUDENTS WITH SPECIAL NEEDS: POLICY ON THE ORGANIZATION OF SERVICES

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1. INTRODUCTION

This policy defines the Lester B. Pearson School Board's (LBPSB) guiding principles for the organization of services for students with special needs. It is in alignment with the Quebec Education Act¹, the Quebec Education Program² and the MELS Policy on Special Education³ and is also in keeping with the LBPSB's mission and vision statements:

Mission Statement

- The LBPSB works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential.
- The LBPSB prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever- changing society.
- The LBPSB measures its actions and decisions against the core values stated in the LBPSB's Vision Statement.

Vision Statement

We, the members of the LBPSB community comprising students, parents, teachers, professionals, support staff, administrators and commissioners, value:

- A respect for self, for each other, for our diversity and for our environment;
- Striving for excellence by maximizing the potential of each individual and by promoting a commitment to lifelong learning;
- The fostering of responsible citizenship, cooperation and a strong sense of community;
- The importance of a caring, nurturing and safe environment that is responsive to the needs of all;
- An atmosphere of openness, honesty, integrity and accountability.

2. GUIDING PRINCIPLES

The Lester B. Pearson School Board's (School Board) philosophy on inclusion guides

¹ Quebec Education Act: <http://www2.publicationsduquebec.gouv.qc.ca>

² Quebec Education Program: <http://222.mels.gouv.qc.ca/sections/programmeformation/index.en.asp>

³ MELS Policy on Special Education Adapting Our Schools to the Needs of All Students: <http://www.mels.gouv.qc.ca/dqfj/das/orientations/pdf/polite00.pdf>



its organization of services for students with special needs. The School Board defines an inclusive learning environment as one where all students can be successful, regardless of ability, and to that end, we are committed within our means, to providing all students with the tools and services necessary to be part of a society that values acceptance, individual rights, diversity and democracy. Inclusive schools recognize the diverse needs of all of their students and offer an environment where all students are welcomed and assisted in reaching their full potential by addressing the needs of the whole student.

The School Board is committed to providing an education for all students to maximize their full potential while respecting collective agreements, legal obligations and available resources. It also recognizes and acknowledges the Ministère de l'Éducation du Loisir et du Sport (MELS) Policy on Special Education⁴ as well as the Education Act⁵, which suggests that harmonious inclusion is “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 the other students”.

The School Board places an emphasis on early detection, intervention and adaptation of teaching prior to the organization of complementary services for students with special needs. Classroom teachers play a valuable role in this step. The procedure for assessing, accommodating and evaluating students’ special needs is through the Individualized Education Plan (IEP) established via the required consultative process and as defined in this policy.

The School Board believes that optimizing student success has different meanings for each individual; thus, it is the School Board’s goal to ensure that each student receives the services required and available to guide the student to learning in the most appropriate environment, to individual success and to the appropriate qualifications. The School Board will seek to include each student in a regular classroom setting. This does not preclude the provision of alternative arrangements, of a broad range of possibilities, both within and outside of the regular classroom for some students, in certain situations, in order to provide the most appropriate support for each student’s maximum development and needs.

⁴ MELS Policy on Special Education: *Adapting Our Schools to the Needs of All Students*: <http://www.mels.gouv.qc.ca/gr-pub/menu-plans-a.htm>

⁵ Quebec Education Act: <http://www2.publicationsduquebec.gouv.qc.ca>



3. INDIVIDUALIZED EDUCATION PLAN

In accordance with the Education Act, each student who has a special needs identification (being At Risk or having a Handicap) will receive an Individualized Education Plan (IEP) on a yearly basis. An IEP may also be developed for a student who is not formally identified but who may be facing academic and/or behavioral challenges in the school setting. In this case, the development and duration of the IEP will follow a recommendation by the Resource Team/Ad Hoc Committee and is at the discretion of the principal.

Education Act⁶

96.14 In the case of a handicapped student or a student with a social maladjustment or a learning disability, the principal, with the assistance of the student's parents, of the staff providing services to the student, and of the student himself, unless the student is unable to do so, shall establish an individualized education plan adapted to the needs of the student. The IEP must be consistent with the School Board's Policy concerning the organization of services for handicapped students and students with social maladjustments or learning disabilities and in keeping with the ability and needs of the student as evaluated by the school board before the student's placement and enrolment at the school. The principal shall see to the implementation and periodical evaluation of the education plan and inform the student's parents on a regular basis.

The purpose of an IEP is to develop a plan for individual student success⁷. The IEP outlines the goals, strategies and accommodations (**adaptations*** or **modifications***) necessary for student success. This includes technology that may be necessary for the student in the classroom and/or any accommodations for exam or evaluation situations. The IEP is the result of systematic planning of intervention strategies required to meet the particular needs of a student experiencing difficulties. The IEP is both a tangible plan as well as a planning process. It is a living, flexible, working document that helps the school team, the parent/guardian and, where possible, the student plan for, monitor, evaluate and communicate academic progress and growth.

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

⁶ Quebec Education Act: <http://www2.publicationsduquebec.gouv.qc.ca>

⁷ Individual Education Plans: Helping students achieve success: http://www.mels.gouv.qc.ca/dqfj/das/soutienetacc/pdf/hasesplan_eng.pdf



possible, and other school staff working with the student. Although the principal retains ultimate responsibility for the IEP, the coordination of the IEP process can be delegated to a school team member working with the student. The **Paraprofessional**^{8*} support staff working with the student should be involved in the IEP process but may not act as the coordinator.

Under the guidance of the principal, the IEP coordinator will develop an initial draft of the IEP in collaboration with the school team for discussion with the parent/guardian and student. The parent/guardian and student, where possible, are also encouraged to contribute to the content of the IEP. The IEP will outline the strengths, areas of challenge and needs of the student. The IEP will include short term objectives and long term goals. These should be specific and measurable. The means by which a student can achieve the IEP objectives are indicated as strategies, accommodations, support measures and services. The responsibilities of the different parties, including parents/guardians, are contained in the IEP. Parents/guardians will be asked to sign the IEP.

The IEP process includes a periodic review and revision, when necessary, of the IEP objectives and student progress. This typically occurs with each reporting period at the school. During the school year, a member of the school team will communicate monthly with the parent/guardian of a student with an IEP. This minimum of ten documented contacts per year may include progress reports, anecdotal reports, report cards, interviews, meetings, and telephone or written contacts.

For returning students who begin the school year with a pre-existing IEP, the IEP is reviewed no later than mid-October of that school year. The IEP will outline the needs of the student as evaluated to that point of the school year as well as take into account information from previous years.

For new students or for those whose special needs identification occurs during the school year, an IEP will be established in a reasonable time frame (within 30 school days). While the IEP is being developed, the student's educational program is guided by any prior IEP (where available), as well as any other relevant documentation.

⁸ * See Addendum 3



4. IDENTIFICATION OF STUDENTS WITH SPECIAL NEEDS

The School Board is responsible for identifying a student with special needs. This identification takes place through a process overseen by the Student Services Department, in accordance with guidelines and criteria set out by the Ministère de l'Éducation, du Loisir et du Sport (MELS)⁹.

According to the MELS, students identified as having special needs are categorized in one of two ways: being “At Risk” or having a “Handicap”:

- Students identified as being “At Risk” are those students with learning difficulties (LD), behavior disorders (BD), or mild intellectual impairments (MI), as defined by MELS criteria.
- Students identified as having a “Handicap” are those students who meet the criteria for disability as defined by MELS criteria.

Each student identified as having special needs must have a confidential file. A student’s confidential file must contain documentation supporting the “At Risk” or “Handicap” classification.

The determination of a student’s special needs identification will be communicated by the Student Services Department in writing to the school principal. It is the responsibility of the school principal to ensure that the parents/guardians and the appropriate members of the school staff working with the student are aware of the student’s special needs identification. It is the responsibility of the school principal to oversee the establishment of an IEP, if one has not already been done.

Identification Process

The identification of a student’s special needs can occur 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 situation with the school Resource Team/Ad Hoc Committee. The identification process can begin as early as kindergarten and may take place at any time during the school year.

⁹ Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments, or Learning Difficulties:
<http://www.mels.gouv.qc.ca/dqfj/das/orientations/pdf/19-7065-A.pdf>



New Registrants with Special Needs

At the time of registration, the parent/guardian indicates on the School Board registration form whether or not their child has any suspected or known special needs. If a particular need is indicated, the parent/guardian is asked to complete forms prepared by the Student Services Department which may include a Parental Consent for Release of Information or the Registration for Kindergarten Current Services Form, if applicable.

Copies of these documents are then forwarded to the Student Services Department in order to obtain additional information. The Student Services professional assigned to the school reviews the available documentation and may proceed to the identification of the child as being “At Risk” or as having a “Handicap”, provided the criteria for special needs classification have been met. The process for establishing the IEP starts once the student is enrolled at the school.

In situations where particular accommodations may be necessary prior to the child’s entry into school, a Student Services Department professional or school team member(s) may meet with or visit the student and/or parent/guardian.

The new registrant process also applies when a student transfers from another school board as the documentation and identification of a special need is not automatically transferred.

Referral for Assessment

A teacher’s request to discuss a student’s situation with the Resource Team/Ad Hoc Committee may lead to a referral for assessment by a Student Services Department professional. Students can be assessed as early as kindergarten. If the student is not already being monitored by the Resource Team/Ad Hoc Committee, the student is brought to the attention of the school principal by the class or resource teacher or other school personnel, in conjunction with the teacher. The school principal is responsible for convening the Resource Team/Ad Hoc Committee.



When the Resource Team/Ad Hoc Committee determines that an assessment is warranted, a referral for service is made, and the parent/guardian is included in this process. This referral process is comprised of three parts:

1. Referral for Service Form: this form is completed by a staff member (classroom or resource teacher) and signed by the principal and the
2. Student Services Department professional who will normally be carrying out the assessment.
3. Evaluation Consent Form: this form is signed by the parent/guardian to consent for the particular assessment being requested. The parent/guardian is notified by the principal or delegate of the request for a specific type of assessment, either through a personal meeting or telephone call. The parent/guardian must return the signed consent form to the school.
4. Student Background Questionnaire: this form must be completed and returned to the school by the parent/guardian.

Upon receipt, the school principal or delegate forwards the original signed copies of the Referral for Service Form, Evaluation Consent Form, and the Student Background Questionnaire to the Student Services Department, under confidential cover. Copies of these documents are also to be kept at the school in the student's confidential file.

Should a parent/guardian refuse consent, every effort will be made to convince the parent/guardian that it is in the student's best interest that such an assessment be carried out. In the exceptional circumstance where parental/guardian consent is withheld, the Evaluation Consent form may be signed by the Director General of the School Board so that the assessment may proceed. When the severity of the situation warrants, a report to the Department of Youth Protection may also be initiated.

The assessment is carried out by the appropriate Student Services Department professional. Once the assessment is completed, the results are discussed with staff working with the student, the student's parent/guardian, and the student (where possible). A written report is prepared by the Student Services Department professional and a plan of further action is developed by the school resource team.



A copy of the report is sent to the school from the Student Services Department and is kept in the student's confidential file. If the parent/guardian requests a copy of the report, the Parental Consent for Release of Information Form is signed by the parent/guardian and forwarded to the Student Services Department. The parent/guardian may also request that a copy of the report be sent to a third party (e.g., physician, social worker) by so indicating on the Parental Consent for Release of Information Form. Upon receipt of the signed consent, the Student Services Department will provide a copy of the report to all recipients specified by the parent/guardian. Where appropriate, the results of the assessment may be used to support a student's special needs identification.

Students Identified as Being At Risk (LD, BD, MI)

A student is identified as being "At Risk" for learning difficulties (LD), following discussion by the Resource Team/Ad Hoc Committee during which there is a review of a student's achievement in reading, writing, and mathematics. Such a review may involve examination of work samples as well as a more formal assessment of the student's difficulties. The teacher also describes the preventive strategies and interventions carried out to date.

When there is agreement of evidence of a significant academic delay, the Resource Team/Ad Hoc Committee must complete a Referral for Service Form, and the Student Services Department professional on the resource team is responsible for completing the Special Needs Identification Form. All documents are submitted to the Student Services Department for confirmation of the LD designation.

A student is identified as being "At Risk" for a behavior disorder (BD) or "At Risk" for a mild intellectual impairment (MI) following a referral by a teacher to the Resource Team/Ad Hoc Committee and completion of a formal assessment by a Student Services Department professional. The Student Services Department professional is responsible for completing the Special Needs Identification Form. All documents and reports are submitted to Student Services for confirmation of the BD or MI designation.

An annual review of students identified as being "At Risk" is necessary to determine whether or not a student should remain identified. This review, which is conducted by the school team, may involve a discussion with the parent/guardian.



If the identification is to be changed or removed, the student's situation is referred to the Resource Team/Ad Hoc Committee for discussion. The Student Services Department must then be notified in writing of the reason for the request to change or remove a student's special needs identification. Confirmation of the change or removal of the student's special needs identification will be communicated in writing by the Student Services Department to the school. The principal (or delegate) notifies the parent/guardian and the school staff working with the student that the student's special needs identification has been changed or removed. At this time the school team will determine whether or not to maintain the student's IEP.

Students Identified as Having a Handicap

In accordance with the criteria determined by the MELS¹⁰, a student will be identified as having a "Handicap" following a review of all available documentation attesting to the nature of the student's disability, the impact of the disability on school functioning, and the type of school-based services required. This review is carried out by professionals in the Student Services Department and may also require a referral for assessment by School Board personnel. Certain classifications, (e.g. **Organic Impairments**^{*}, Motor Impairments, Sensory Impairments), require a diagnosis by an outside medical or **allied health specialist**^{11*}.

If the student has not been identified as having a "Handicap" by the Student Services Department at registration, then this identification takes place through the Resource Team/Ad Hoc Committee.

Any change in a student's identification as having a "Handicap" is communicated in writing by the Student Services Department to the school. If the identification is to be removed, the student is referred to the Resource Team/Ad Hoc Committee for discussion. The Student Services Department must be notified in writing of the reason for the removal request. Confirmation of the change or removal of the student's special needs identification will be communicated in writing by the Student Services Department to the school. The principal (or delegate) notifies the parent/guardian and the school staff working with the student that the student's special needs identification has been changed or removed.

5. CONFIDENTIAL FILES

A confidential file must be kept at the school and in the Student Services Department

¹⁰ Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments, or Learning Difficulties: <http://www.mels.gouv.qc.ca/dqfi/das/orientations/pdf/19-7065-A.pdf>

¹¹ * See addendum 3
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for each student identified as being “At Risk” or having a “Handicap”. This is separate from the school permanent record file which is required for all students.

The management of confidential files is in accordance with the School Board’s Policy on Integrated Document Management. Documents typically found in a student’s confidential file include:

- Reports (e.g. psycho-educational/psychological, speech and language, occupational therapy) done by Student Services Department professionals
- Pertinent medical, psychiatric, psychological or other reports from hospitals or private professionals
- Release of information, signed by parent/guardian
- Reports of observations or consultations concerning the student
- Academic testing/records used for purposes of identifying students as being “At Risk” (e.g., Running Records)
- Record of meeting(s) with parent/guardian and school team
- Individual Education Plans (IEPs)
- Copies of Referral for Service Forms
- Copies of completed Student Background Questionnaire
- Consent for Services Form
- Special Needs Identification Forms
- Student Services Department memo indicating a student having a “Handicap” or being “At Risk”.

Location and Access

Confidential files must be kept in a locked cabinet at the school and in Student Services. The confidential file cannot leave the school building unless the student transfers as per procedures outlined below.

The School Board administrators, teachers, and Student Services Department professionals have access to confidential files. Support staff working directly with the



student concerned (e.g., integration aide, technician) may also be granted access to a confidential file in the presence of an administrator, teacher, or Student Services Department professional. The principal must establish a procedure for accessing the file so that confidentiality is respected.

A parent/guardian may request access to their child's confidential file. In the event of such a request by a parent/guardian an appointment is made with an administrator or Student Services Department professional so the file can be reviewed together.

The parent/guardian may request copies of the contents of the confidential file from the Student Services Department by completing a Parental Consent for Release of Information Form and submitting it to the Student Services Department. At the School Board's discretion, an administrative fee may be charged by the Secretariat to cover copying costs.

A parent/guardian may also request that a report contained within their child's confidential file be forwarded to a third party (e.g., outside professional or agency). By law, only documentation produced by the School Board personnel can be released to a third party¹². The parent/guardian must sign the Consent for Release of Information and indicate to whom the reports are to be forwarded. This form is forwarded to the Student Services Department; upon receipt the information is sent to the stipulated party.

Transfer of Confidential Files

It is the responsibility of the parent/guardian to notify the school or the School Board of changes in registration. When a student transfers to a school within the Lester B. Pearson School Board, the confidential file is sent by the principal of the student's former school to the principal of the receiving school, under confidential cover. This procedure also applies to the transition from elementary to secondary school. It is the responsibility of the receiving principal (or delegate) to inform the appropriate school staff of the existence of the confidential file. Parental permission is not required for the transfer of the file.

When a student transfers to a school or facility outside of the Lester B. Pearson School

¹²Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information:
<http://www2.publicationsduquebec.gouv.qc.ca>



Board or permanently leaves the School Board, the confidential file is forwarded to the Student Services Department. The parent/guardian must provide the Student Services Department with written consent in order for a confidential file to be transferred to another school board or organization. The Consent for Release of Information must be signed and forwarded to the Student Services Department.

By law, only documentation produced by Lester B. Pearson School Board personnel can be sent to a third party. Parents/guardians should be advised that they must go back to the original source for the transfer of externally generated documents.

The School Board's Policy on Integrated Document Management¹³ will determine the time frame for the archiving and destruction of confidential files.

6. RESOURCES AND SUPPORT SERVICES

The School Board will provide a variety of resources and support to students with special needs. Student resources or support can also be considered teacher resources and support, and vice versa. (Please refer to the following page for examples of resources and support).

The School Board will inform the Central Special Needs Parity Committee (School Board- level committee), composed of School Board and Pearson Teachers Union (PTU) members, of the resources and support available on a yearly basis as per the teachers' collective agreement. Requests for resources and support are determined by the School-Level Special Needs Committee, composed of a school administrator and teachers. The distribution of resources and support are then allocated in the best interest of students and teachers within the parameters of the existing financial resources available to the School Board. See Addendum 1 for a description of the roles of the Central Special Needs Parity Committee and the School-Level Committee.

Resources and support are identified in the IEP, however resources and support may be delivered to students based on need whether or not they have an IEP. The school Resource Team/Ad Hoc Committee, using a multi-disciplinary problem solving model, allows for recommendations to be made that support and reflect the individual student's needs. This can be for prevention, early intervention or where deemed in the best interest of the student.

Resources and supports may include but are not limited to consultative support, direct intervention, accommodation practices and frameworks, professional development,

¹³ LBPSB Document Retention Schedule as approved by the Quebec National Archives:
http://www2.lbpsb.qc.ca/eng/pdf/policies/specialneedspolicy_3.5



physical adaptations and/or specialized equipment and support for accommodation of individual needs.

Supports and services are organized as suggested in the MELS Complementary Educational Services Framework¹⁴.

COMPLEMENTARY EDUCATIONAL SERVICES FRAMEWORK

4 PROGRAMS

- Promotion and Prevention Services
- Assistance and Guidance Services
- Student Life Services
- Support to Learning

12 SERVICES

- Promoting student participation in school life
- Educating students about rights and responsibilities
- Sports, cultural, social activities
- Spiritual care and guidance and community involvement
- Use of Library
- Academic and career counseling and information
- Remedial Education
- Speech Therapy
- Health and Social Services
- Psychology
- Psycho educational
- Special Education

¹⁴ <http://www.mels.gouv.qc.ca/DGFI/csc/pdf/19-7029a.pdf>



A non-exhaustive list of specific resources and support is provided below:

SCHOOL	SCHOOL BOARD	COMMUNITY
Adaptation of Evaluation (including Exams)	Addictions Prevention/Health Promotion Consultants	Nurse (CSSS)
Adapted materials (including software)	Alternative Programs	Other Outside Services
Adaptive equipment/Adaptation to physical facilities	Autism Consultants	Social worker (CSSS/BYFC)
Crisis Intervention Plans	Community and Spiritual Care Animators	Substance Abuse Counselling (e.g. Foster, Portage)
Curriculum Adaptation/Modification	Educational Services Department Consultants	Social worker (CSSS/ BYFC*)
Elementary/Secondary articulation process	Family and School Support and Treatment Team (FSSTT)	
Individual/small group in class instruction	Guidance Counselors/Counselors in Academic Training	
In-school alternative programs	Information Resources (e.g. newsletters, websites)	
Individualized Education Plan	Itinerant Teacher (MAB* , MOSD*)	
Integration Aide	MELS Centres of Excellence	
Oral Interpreter	Occupational Therapist	
Professional Development	Professional Development (e.g. workshops, resource teacher networks)	
Resource Teacher	Psychologist/Psychoeducationa l Consultant	
Social Work Technician/Planning Room Technician	Speech and language Pathologist/Specialist	
Special Education Technician		
Work Study Animator	Work Skills Consultant	

* See Addendum 3



7. ORGANIZATION OF SERVICES

The starting point for the development of the educational plan for each student with special needs is the student's school and regular classroom setting; this is in concert with the School Board's philosophy on inclusion, the guiding principles of this policy, the MELS Policy on Special Education¹⁵ and Article 235 of the Education Act¹⁵.

However, when the student's needs cannot be met in a regular classroom setting, the School Board will provide the most appropriate alternative arrangement for educational services. This setting may be within the student's school or within another LBPSB school. The School Board may also recommend a school or program beyond the School Board's jurisdiction where a service agreement exists with a partner organization. Homebound tutoring, an interim measure, can also be implemented where necessary.

In cases where an alternative arrangement for educational services is deemed necessary, the school and/or School Board will consult with the parent/guardian to develop a plan for educational services that is the most appropriate for the student. In all cases, the student's situation and plan for delivery of educational services will be reviewed periodically. Ultimately the goal is to work toward inclusion in a regular classroom.

Education Act¹⁶

235. 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 the other students.

¹⁵ MELS Policy on Special Education Adapting Our Schools to the Needs of All Students: <http://www.mels.gouv.qc.ca/dgfi/das/orientations/pdf/polite00.pdf>

¹⁶ Quebec Education Act: <http://www2.publicationsduquebec.gouv.qc.ca>



ADDENDUM 1: ROLES AND REPONSIBILITIES

Responsibilities of the School Board

1. To establish an advisory committee on educational services for students with special needs (Education Act¹⁷, Section 185). This committee is known as the Special Needs Advisory Committee (SNAC) and operates in accordance with articles 185,186,187 of the Education Act.
2. To adopt a policy on the organization of educational services for students with special needs (Education Act¹, section 235).
3. To adapt educational services to the needs of students (Education Act¹, section 234).
4. To allocate resources to schools bearing in mind the local needs of schools (Education Act¹, section 275).
5. To establish a parity committee between the school board and the Teachers' union (Teachers' Collective Agreement, 2010-2015). This committee is known as the Central Special Needs Parity Committee. The mandate of this committee is to give its view on the school board's policy on special needs, recommend models for organizing services, verify resources available to the school board, determine criteria for the allocation of resources, and analyze requests from schools.

Responsibilities of the School

1. To establish a School-Level special needs committee comprised of the school administrator and teachers (Teachers' Collective Agreement 2010-2015). The mandate of this School-Level committee is to make recommendations on the distribution of resources for students with special needs.
2. To communicate with parents at least once per month in situations where a student has an Individualized Education Plan (IEP) in place, or where there are concerns about the student's behaviour or academic functioning (Basic School Regulations)*.



ADDENDUM 2: RELEVANT EXTRACTS ON ROLES AND REPOSIBILITIES

Responsibilities of the School Board

1. Education Act¹, Sections 185-187

185. Every school board shall establish an advisory committee on services for handicapped students and students with social maladjustments or learning disabilities.

The committee shall be composed of:

- (1) parents of the students concerned, designated by the parents' committee;
- (2) representatives of the teachers, of the members of the non-teaching professional staff and of the members of the support staff, designated by the associations which represent them in their dealings with the school board and elected from among the persons who provide services to the students concerned;
- (3) representatives of bodies which provide services to handicapped students or to students with social maladjustments or learning disabilities, designated by the council of commissioners after consulting with those bodies;
- (4) a school principal designated by the director general.

The director general or his representative shall take part in the sittings of the committee but he is not entitled to vote.

1988, c. 84, s. 185; 1990, c. 8, s. 16.

186. The council of commissioners shall determine the number of representatives from each group.

The representatives of the parents shall constitute the majority of the members of the committee.

1988, c. 84, s. 186.



187. The functions of the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities are:

(1) to advise the school board on a policy for the organization of educational services to handicapped students and students with social maladjustments or learning disabilities;

(2) to advise the school board on the allocation of financial resources to the services intended for those students.

The committee may also advise the school board on the implementation of an individualized education plan for a handicapped student or a student with social maladjustments or learning disabilities.

1988, c. 84, s. 187; 1990, c. 78, s. 37, s. 54; 1997, c. 96, s. 33.

2. Education Act¹, Section 235

235. 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 the other students.

The policy shall include:

(1) procedures for evaluating handicapped students and students with social maladjustments or learning disabilities; such procedures shall provide for the participation of the parents of the students and of the students themselves, unless they are unable to do so;

(2) methods for integrating those students into regular classes or groups and into

(3) regular school activities as well as the support services required for their integration and, if need be, the weighting required to determine the maximum number of students per class or group;



(4) terms and conditions for grouping those students in specialized schools, classes or groups;

(5) methods for preparing and evaluating the individualized education plans intended for such students.

Specialized schools referred to in subparagraph 3 of the second paragraph are not schools established under section 240.

1988, c. 84, s. 235; 1990, c. 78, s. 40; 1997, c. 96, s. 73.

3. Education Act¹⁸, Section 234

234. Every school board shall, subject to sections 222 and 222.1, adapt the educational services provided to a handicapped student or a student with a social maladjustment or a learning disability according to the student's needs and in keeping with the student's abilities as evaluated by the school board according to the procedures prescribed under subparagraph 1 of the second paragraph of section 235.

1988, c. 84, s. 234; 1997, c. 96, s. 72.

4. Education Act¹⁹, Section 275

275. After consulting with the governing boards and the parents' committee, the school board shall establish objectives and principles governing the allocation of subsidies, school tax proceeds and its other income among its educational institutions.

The allocation shall be carried out in an equitable manner and reflect the needs expressed by the institutions and the social and economic disparities with which they must contend, the partnership agreement between the school board and the Minister and the management and educational success agreements between the school board and the institutions.

The allocation shall include amounts for the operation of governing boards and amounts to meet the needs of the school board and its committees.

The school board shall make public the objectives and principles governing the

¹⁸ 1 Quebec Education Act: <http://www2.publicationsduquebec.gouv.qc.ca>

¹⁹ 1 Quebec Education Act: <http://www2.publicationsduquebec.gouv.qc.ca>



allocation and the criteria used to determine the amounts allocated.

1988, c. 84, s. 275; 1997, c. 96, s. 103; 2008, c. 29, s. 31.

5. Extract from the Teachers' Collective Agreement (2010-2015):

8-9.02 .The board and the union shall set up a parity committee. The committee's mandate shall be:

a) to give its view on the policy on the organization of educational services for students with handicaps, social maladjustments or learning difficulties and to make recommendations concerning the implementation of the policy and the methods for integrating students into regular groups as well as the support services required for the students' integration;

b) to recommend models for organizing services that could be implemented in schools to provide support for the formation of classes including, among other things, setting up groups of students as a result of a priori weighting, the creation of a resource or transition class or the addition of services;

c)to give its view on the services to be offered at the board level;

d) to verify all the resources available under clause 8-9.01;

e) to determine the criteria for the allocation of resources to schools according to the policy in effect at the board;

f) to analyze requests from schools in relation to the allocation criteria established;”

RESPONSIBILITIES OF THE SCHOOL

1. Extract from the Teachers' Collective Agreement (2010-2015):

8-9.03. A committee composed of teachers and of the school administration shall be set up in each school. The committee's mandate shall be:

a) taking into account the criteria defined by the parity committee set up under clause 8- 9.02, to identify the specialized and financial resources that it deems necessary for the following school year intended for students with special needs and as support for teachers;



- b) for the following school year, to inform the parity committee, no later than April 1 or at another date that the board determines, of the resources prescribed in the preceding subclause;
- c) to distribute the resources allocated to the school under clause 8-9.02 as well as the additional services to be determined during the year and to define the conditions of access to services including, where applicable, the possibility of setting up provisional support services before a decision is made under subclause a) of clause 8-9.05;
- d) to periodically assess the effectiveness of the conditions facilitating access to the services in place;
- e) to report to the parity committee on the allocation of resources agreed to under the preceding sub-clause c)

2. Extract from the Basic School Regulations

29.2. At least once a month, information is provided to the parents of a minor in the following cases:

- (1) the student's results put him or her at risk of not obtaining the pass mark for the programs of studies or, for a child in preschool education, when the child's progress indicates that he or she will not be ready to proceed to the first grade of elementary school at the beginning of the following school year;
- (2) the student's behaviour does not comply with the school's rules of conduct;
- (3) an individualized education plan providing for the information was prepared for the student.

The information is intended to foster collaboration between the parents and the school in correcting learning difficulties and behavioural problems as soon as they appear and, in some cases, in implementing an individualized education plan.



ADDENDUM 3: DEFINITIONS

(i) Paraprofessional:

Support staff who work directly with students and teachers to assist with educational tasks (e.g., integration aide, special education technician, social work technician.)

(ii) Organic Impairments:

Medical conditions that affect the functioning of the body's physiological systems (e.g., endocrine, cardio-pulmonary, neurological)

(iii) Allied Health Specialist:

Professional that works in the health sciences field (e.g., audiology, physiotherapy, occupational therapy) in collaboration with medical personnel (e.g., nurses, physicians, dentists)

(iv) MAB:

Teachers engaged by the Montreal Association for the Blind

(v) MOSD:

Teachers engaged by the Montreal Oral School for the Deaf

(vi) BYFC:

Batshaw Youth Family Centre

(vii) Adaptations:

Adaptation consists of actions that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. Adaptation can lead to a change in the way students with specific needs experience learning and evaluation situations without modifying the evaluation criteria²⁰.

(viii) Modifications:

Modification consists of actions that can help reduce the gap between the present situation and the desired situation, so that the objective may be reached. The strategies chosen lead to a change in the way students with specific needs experience learning and evaluation situations and modify the evaluation criteria. Remember that modifications may affect the possibility of obtaining a Secondary School Diploma²¹.

²⁰http://www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation_jeunes/Adaptationscolaire/GuideUtiCanevasPlaninterv_a_1.pdf

²¹http://www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/Formation_jeunes/Adaptationscolaire/GuideUtiCanevasPlaninterv_a_1.pdf