

Policy Outlining the Organization of Services for Students with Handicaps, Social Maladjustments or Learning Difficulties

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1.0 INTRODUCTION

This policy is developed in conformity with...

§ The Canadian Charter of Rights and Freedoms

- 1.1 Section 235 of the Education Act mandates the Sir Wilfrid Laurier School Board to
- “...adopt, after consultation with the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, a policy concerning the organization of educational services for such students to ensure the harmonious integration of each such student into a regular class or group and into school activities if it has been established on the basis of the evaluation of the student’s abilities and needs that such integration would facilitate the student’s learning and social integration and would not impose an excessive constraint or significantly undermine the rights of other students.”
- 1.2 This policy and its related Handbook of Procedures (referred to in 6.4), which apply specifically to the Youth and Vocational Education sectors, include:
- 1.2.1 method(s) for preparing and evaluating the individualized education plans intended for such students.
 - 1.2.2 procedures for evaluating and reporting results for handicapped students and students with social maladjustments or learning difficulties with IEP’s; such procedures shall provide for the participation of the parents/guardians of the students and the students themselves, unless they are unable to do so;
 - 1.2.3 methods for including these students into regular classes or groups and into regular school activities as well as the support services required for their inclusion and taking into consideration the weighting required to determine the maximum number of students per class or group;
 - 1.2.4 terms and conditions for grouping those students in specialized schools, classes or groups.
 - 1.2.5 procedures for identifying students with special needs and informing and involving parents regarding services provided.
 - 1.2.6 procedures for distribution of services within the mandate of the School-level Special Needs and Board Parity Committees.
 - 1.2.7 procedures for transitioning from one educational setting to another for students with high needs and adaptation difficulties.

2.0 BASIC ORIENTATION

- 2.1 The policy of the Ministère de l’Éducation du Loisir et du Sport, (MELS) on Special Education articulates the basic orientation of all action in Special Education as follows:
- “...to help students with handicaps or social maladjustments or learning difficulties succeed in terms of knowledge, social development and qualifications, by accepting that educational success has different meanings depending on the abilities and needs of different students, and by adopting methods that favour their success and provide recognition for it.”¹
- 2.2 The Sir Wilfrid Laurier School Board supports the learning of students in the regular school community with their peers in the regular classroom. The school in this context has a sense of community, collaboration and cooperation. It fosters partnerships with parents/guardians and outside agencies and is characterized by flexible learning environments with problem solving approaches to meet student needs.
- 2.3 The Sir Wilfrid Laurier School Board supports this orientation and vision and believes that each student has the right of equal access to a quality education and to an educational environment that will allow her/him to experience and achieve success, recognizing that success has different meanings for different students.
- 2.4 The present policy harmonizes with the goal of success for all which underlies both the Québec Education Program and the school board’s strategic plan.

¹ Adapting our Schools to the Needs of all Students: Policy on Special Education: Ministère de

- 2.5 Early identification of those students who have special needs particularly at the Kindergarten/Cycle I levels is a priority in order to intervene by providing support to them and to their teachers. This support would facilitate their attainment of the intellectual, methodological, communications-related, and personal/social competencies appropriate to their abilities and when possible, to their cycle.

3.0 IDENTIFICATION AND SUPPORT OF STUDENTS WITH SPECIAL NEEDS²

It is the classroom teacher's responsibility to detect students who are experiencing difficulties that may lead either to an academic delay or to behavioural challenges. The teacher will identify the symptoms of such students and working from a preventative perspective, attempt to respond to the needs using differentiated instructional strategies and classroom management strategies to address those needs, complemented by school team meetings with the parents/guardians/student.

Requests for support services:

Before making a request for a student not prev

- The language of instruction and mathematics (at the secondary level) as provided for in the Quebec Education Program

3.2.2 Identification:

Referral for identification, review and assessment must be made to the school principal (Teachers' Collective Agreement, Article 8-9.00).

A psycho-educational assessment must have been completed and should indicate a significant academic delay.

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3.4.3 Support:

A student identified as having social maladjustments with either behavioural difficulties, severe behavioural disorders linked to psych-social disturbances, shall have an IEP and Behaviour Intervention Plan (BIP) as part of the IEP where applicable so that the support measures are in place when the student starts school.

4.0 PREVENTION / EARLY INTERVENTION

The school board will provide educational services aimed at preventing or lessening learning difficulties and adjustment problems. Particular emphasis will be placed on early support measures

- Alternative methods for the evaluation of student progress;
- Procedures for communicating with the parents/guardians/students.

- 5.6 The IEP must be available, active and evolving to reflect the changing needs of the individual student. It is the responsibility of the principal to ensure the implementation of the IEP, its periodic evaluation, and revision when necessary (Education Act, section 96.14). In order to facilitate the transitioning of students with IEP's, school personnel are encouraged to record IEP's on the digital format available online.
- 5.7 The parents/guardians of students for whom an Individualized Education Plan (IEP) has been developed will receive ten communications each year including regular school reports and/or adapted school reports for students with special needs. These communications may include any of the following: formal reports, parent/guardian interviews; student-led conferences, portfolios, written course descriptions and objectives; open house; parent/guardian orientation/information meetings; progress reports; individual meetings with parents/guardians; documented communications with parents such as telephone, email, etc. (Basic School Regulation Division VII section 29)

6.0 DELIVERY OF SERVICES

- 6.1 The delivery of services to students with handicaps, social maladjustments or learning difficulties will be realized in the most appropriate learning environment in their community schools and in regular classes, where they will benefit from the support services outlined in their Individualized Educational Plan (IEP) and Behaviour Intervention Plan (BIP) as part of the IEP where applicable.
- 6.2 In accordance with the provisions of section 235 of the Education Act, when the specific needs of a student are such that they cannot be met within the community school, or within a regular class, an alternative placement will be explored in keeping with the individual needs and abilities of the student. Upon the recommendation of the school board, alternative placements may include programs outside the jurisdiction of the school board. The parents/guardians and the student, where appropriate, shall be consulted regarding these alternative placements.
- 6.3 Upon adoption of this policy, the school board will establish a process of systematic follow-up and evaluation of each student who receives support by virtue of this policy. This process starts by ensuring that each teacher who receives a student identified with special needs is informed beforehand. To provide systematic follow-up, each school will ensure the articulation between cycles for each student having an IEP. The school board shall coordinate annual meetings between elementary feeder schools and receiving secondary schools so that the teachers and the principal of the receiving school can plan the appropriate support to ensure student success for students with special needs. Individualized transition plans should be established for all students with high needs and severe adaptation difficulties. This plan shall facilitate the transition from one educational setting to another.
- 6.4 Furthermore, in collaboration with the Special Education Parity Committee and the Special Education Advisory Committee, the school board will provide a Handbook of Procedures to facilitate the implementation of this policy.

7.0 SCHOOL BOARD RESPONSIBILITIES FOR STUDENTS WITH SPECIAL NEEDS³

- 7.1 The Sir Wilfrid Laurier School Board will make available to schools a variety of strategies to identify students who may have special needs, as well as provide a variety of professional development opportunities, and will inform the schools accordingly.
- 7.2 The Sir Wilfrid Laurier School Board will evaluate the needs and abilities of such students before the student's placement and enrollment at the school, in accordance with section

9.0 TEACHER RESPONSIBILITIES FOR STUDENTS WITH SPECIAL NEEDS

- 9.1 The teacher will use pedagogical flexibility and differentiated instruction in his/her teaching approach particularly for students with special needs.

- 9.2 Should the teacher detect, after a 30-40 day period, that these means as described in 9.1 do not respond to the needs of some students with special needs, s/he will inform the principal of students who demonstrate particular social maladjustments or learning

- 11.2 The parent/guardian of a child who received special services from a partner organization (social services, health agencies, re-adaptation center, etc.) should inform the school administration in order to allow coordination of the services offered to the child and to avoid duplication of services. Confidentiality will be respected.
- 11.3 The parent/guardian is informed of any evaluation of abilities and needs of his/her child, and of the child's identification as a student with special needs.
- 11.4 The parent/guardian has the right to be informed of the results of the evaluation of the abilities and needs of his/her child, and of the child's identification as a student with special needs.
- 11.5 The parent/guardian has the right to access the confidential file according to school board procedures and to contribute to the information kept within it.
- 11.6 The parent/guardian of a child with special needs will be encouraged to participate actively in the early intervention process, providing timely information to school personnel about the strengths, limitations and needs of their child.
- 11.7 The parent/guardian will be an active participant in meetings convened by the Principal to plan the intervention process and assess its effectiveness.
- 11.8 The parent/guardian will be encouraged to lend his/her active support with other interventions specified in the individual education plan (IEP) and Behaviour Intervention Plan (BIP) as part of the IEP where applicable, including those that take place outside the school.

12.0 SUPPORT MEASURES

- 12.1 The school board shall identify for the following school year, in all its categories of personnel, the specialized resources available in the schools and in the school board for the provision of services to students with handicaps or social maladjustments or learning difficulties and shall so inform the Special Education Parity Committee in accordance with the Teachers' Collective Agreement
- 12.2 These specialized measures and resources may be considered to fulfill the dual mission ghs

- Specialized equipment
- Itinerant teachers (Montreal Association for the Blind, Montreal Oral School for the Deaf, etc.)
- In-service training for teachers and other professionals, according to school recommendation
- Specialized facility (full or part-time): e.g. Jewish General Hospital - Day Treatment Center, Summit School, Peter Hall School, MacKay, Montreal Association for the Blind (MAB) etc...

13.0 EVALUATION and CERTIFICATION OF STUDENTS with SPECIAL NEEDS

