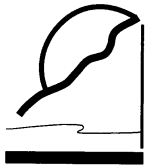


EASTERN TOWNSHIPS SCHOOL BOARD	<i>Title:</i> Policy & Procedures Governing the Organization of Educational Services for Students with Special Needs - Youth Sector -	
<i>Source:</i> Education Act Council of Commissioners Special Ed. Adv. Committee Director – Ped Serv.	<i>Adopted:</i> October 29, 2002 ETSB02-10-16 Effective October 29, 2002	<i>Reference Number:</i> <p style="text-align: right;">P011</p>

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EASTERN TOWNSHIPS
EASTERN TOWNSHIPS
School Board

Policy & Procedures
Governing the
Organization of Educational Services
for Students with Special Needs
- Youth Sector -

Mission Statement

The Special Education mission of the Eastern Townships School Board is to help all students be their best by ensuring a compassionate, quality learning environment that respects the uniqueness of each student through an individualized inclusive learning service.

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INTRODUCTION

The Eastern Townships School Board is committed to ensuring that all students achieve success. Our Special Education Mission developed in January 2001 states:

The Special Education Mission of the Eastern Townships School Board is to help all students be their best by ensuring a compassionate, quality learning environment that respects the uniqueness of each student through an individualized inclusive learning service.

The Policy Governing the Organization of Educational Services for Students with Special Needs (henceforth titled **Special Education Policy**) is designed to ensure that we achieve our mission in compliance with Section 235 of the Education Act. However, this Policy cannot generate any additional financial obligations for the board.

The Quebec Education Program (QEP), or Educational Reform, presents an integrated vision for education that includes three essential components: to impart **knowledge**, to foster **social development** to prepare students to live in harmony and to provide **qualifications** through a variety of options. (It is the responsibility of the educational institutions to provide all students with an education meeting their needs by differentiating instruction and offering a broader range of educational options.) These three objectives underlie all the actions schools must take to ensure that students achieve educational success. **Success can mean different things for different students and schools must adapt their actions to the needs of their students to ensure that all have the best possible chance of achieving success in terms of knowledge, social development and qualifications.**

The Ministry of Education's Special Education Policy and Plan of Action: Adapting our Schools to the Needs of all Students was adopted and launched in January 2000. It emphasizes success in the most inclusive setting possible, the foundation being the regular classroom.

Our Policy will respect the intent of these documents and our mission. In addition, guidelines will be developed to include procedures for the implementation of the policy.

OBJECTIVE OF THE POLICY

The Policy will elaborate the organization of educational services for students with special needs in the most inclusive setting possible in conformity with the Education Act. It will provide for:

- Procedures for the evaluation of students with special needs,
- Methods for integrating students into regular classes or groups and into regular school activities,
- Conditions for placement of students in special classes or groups when needed, and
- Methods for preparing and evaluating the Individualized Education Plans (I.E.P.'s).

BASIC ORIENTATIONS OF THE MEQ SPECIAL EDUCATION POLICY

The Eastern Townships School Board endorses the six lines of action proposed by the Ministry's of Education "Adapting our Schools to the Needs of All Students".

1. The recognition of the importance of prevention and early intervention by the creation of an environment conducive to learning and by intervention at the first manifestation of problems.
2. Making the adaptation of educational services a priority for all those working with students with special needs by continuously adjusting or modifying existing methods and by offering various options to students.
3. Placing the organization of educational services at the service of students with special needs by basing it on the individual evaluation of their abilities and needs, by ensuring that these services are provided in the most natural environment for the students, (normally the elementary or secondary school closest to their residence), according to cycle of instruction favouring the students' integration into regular classes.
4. Creating a true educational community, starting with the child and the parents and continuing with outside partners and community organizations working with young people, in order to provide more consistent intervention and better-coordinated services.
5. Devoting particular attention to students at risk, especially those with learning disabilities or behavioural difficulties, and determining methods of intervention that better meet their needs and abilities.
6. Developing methods for evaluating students' educational success in terms of knowledge, social development and qualifications, assessing the quality of services and reporting results.

DEFINITIONS

In order to promote a clear understanding of the Special Education Policy of the Eastern Townships School Board, the following definitions are included:

Students with Special Needs:

Students with handicaps or social maladjustments or learning disabilities as defined by the current Ministry of Education's definitions.

Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities:

The committee defined in section 185 of the Education Act and referred to as **S.E.A.C.** (Special Education Advisory Committee) in the Eastern Townships School Board.

Advisory Committee of Teachers:

The committee defined in the teacher's collective agreement, and referred to in the Eastern Townships School Board as the **Special Education Teacher Parity Committee**.

Service:

Service is defined as evaluation and intervention; any activity where assistance is given to address a student's academic, physical, behavioural, or emotional needs.

Ad Hoc Committee:

In conformity with 8-9.05 of the 2000-2002 teachers' collective agreement (or the corresponding clause of the current collective agreement). The committee is composed of a representative of the school administration, the teacher or teachers concerned, and at the request of the committee, a professional. The parents will be invited to participate and when appropriate, the student. Others, such as representatives from external agencies and para-professionals, may be invited by the administrator to participate.

Individualized Educational Plan (I.E.P.):

A process, under the responsibility of the school administrator, used to plan, coordinate and record the educational needs of a student. The I.E.P. should specify: the strengths and needs of the student, annual goals, persons responsible for helping the student to reach established measurable objectives, specific services or evaluations required, schedule for ongoing review of the process and a target date for the completion of the plan.

Current Collective Agreement:

Collective agreements for employees of ETSB.

E.A.:

The Education Act

Parent:

The word “parent” means the person having parental authority or, unless that person objects, the person having custody *de facto* of the student. (E.A., s.13(2))

Teacher:

Every person employed by the board whose occupation is to teach students in accordance with the provisions of the Education Act (R.S.Q., c. I-13-3).

Resource Teacher:

A qualified teacher with specialized certification, specialized training, or relevant experience in working with students with special needs.

School Administrator:

The school principal or his/her representative, vice-principal, staff assistant.

Professional:

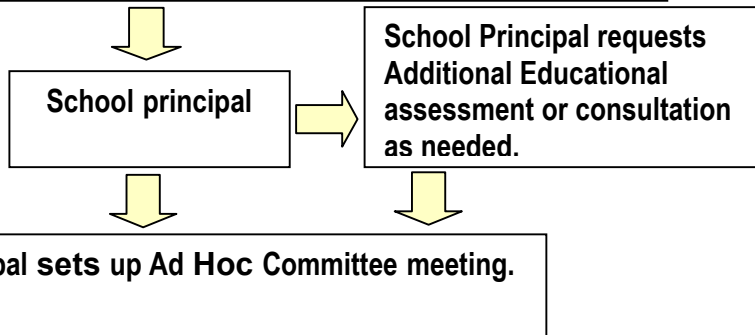
Student Services personnel having specialized training, for example: Speech and Language pathologist, Guidance Counselor, Psychologist, Psycho-educator, Spiritual Life Animator, Counselor in Reeducation.

Para-Professional:

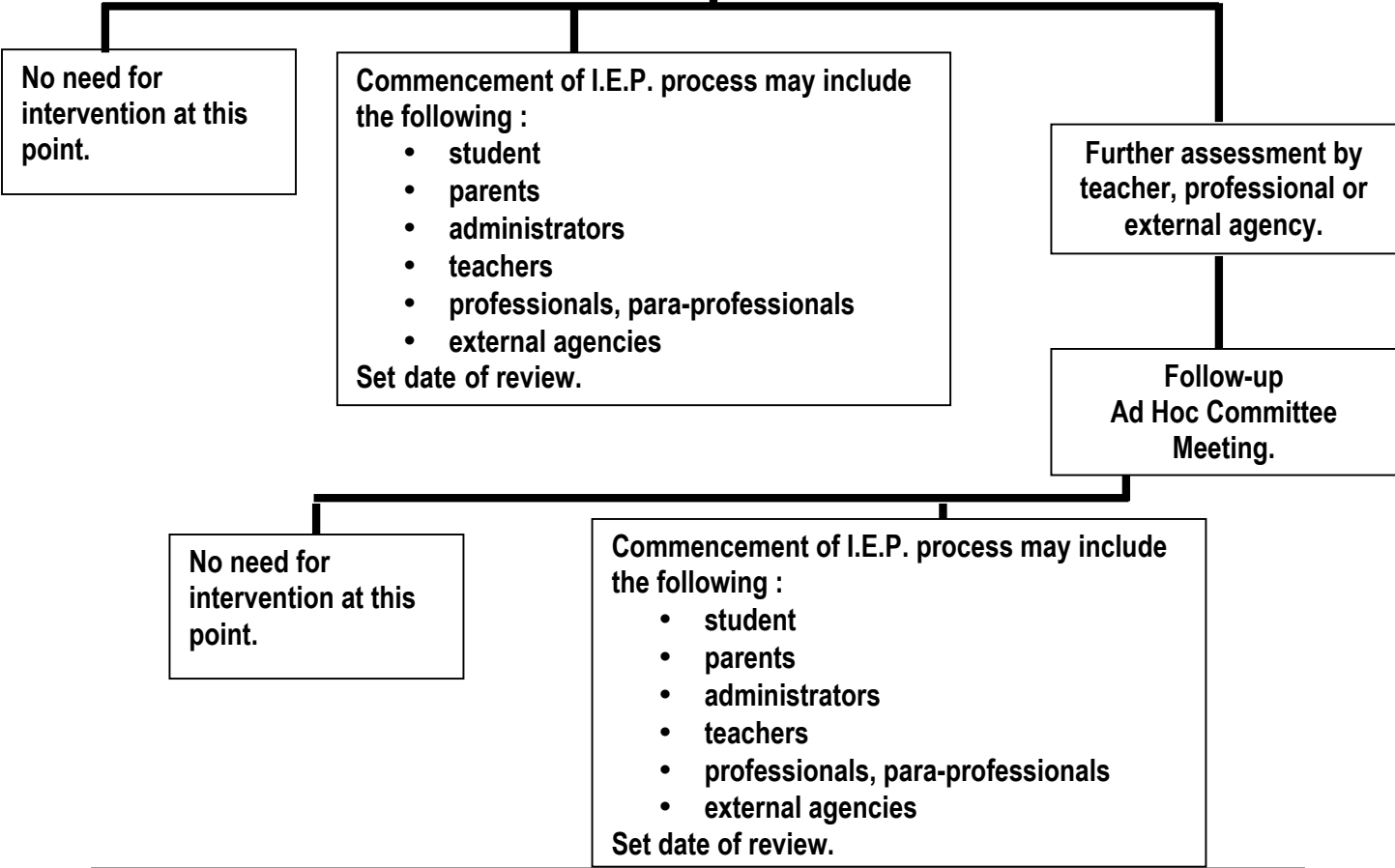
Support personnel working, with students with **special** needs in the schools, as attendants for handicapped students, or special education technicians, or social aide technicians.

PROCEDURES FOR EVALUATING SPECIAL NEEDS of STUDENTS

- Teacher observes the student.
- Teacher intervenes with the student.
- Teacher contacts the parents.
- Teacher writes a report describing actions taken, frequency of observations, summary of existing assessments.
- Teacher refers student to:



May result in:



PROCEDURES FOR EVALUATING THE SPECIAL NEEDS OF STUDENTS

Section 235(1) of the E.A. states that the policy must include:

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;

In conformity with the intent of the Quebec Education Program (Q.E.P) and the MEQ's Policy on Special Education, **the evaluation of students deemed "at risk" or potentially "at risk" must be carried out primarily to determine the preventive, supportive or corrective measures to be provided, and not to categorize or identify the students.**

The point at which an I.E.P. is put into place for students deemed "at risk" is determined following or concurrent with the Ad Hoc Committee meeting.

Participation and Responsibilities of Parents:

- *Parents have the primary responsibility for their children* (E.A., s 17). They have an important role to play in their child's education.
- Parents should notify the school principal of any special need that could affect their child's progress in school and that could require the school to adapt its services.
- The parents of a child who has received special services from a partner organization (social services, health agencies, re-adaptive centres, 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.**
- Parents are informed concerning the evaluation of the abilities and needs of their child, and of the child's identification as a special needs student.
- Parents have the right to be informed of the results of the evaluation of the abilities and needs of their child, and of the child's identification as a special needs student.
- Parents have the right to access the confidential file according to school board procedures and to contribute to the information kept within it.
- Parents are invited and expected to participate in the Ad Hoc Committee.

Participation and Responsibilities of Students:

- Students are the main author of their own successes, and as such, must play an active role in their own learning, unless they are unable to do so.
- Students must collaborate with the various partners (teachers, principal, professionals, para-professionals, etc.) in the evaluation of their abilities and needs.
- Students are encouraged to become informed of and to advocate for their needs according to their I.E.P.
- Students are invited and expected to participate in the Ad Hoc Committee when appropriate.

Participation and Responsibilities of Teachers:

Teachers have primary responsibility for the children in their care.

- Teachers should *select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to their care.* (E.A., s. 19).
- Teachers have the primary responsibility for evaluating students' academic work and are entitled to *select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to their care.* (E.A., s. 19).
- As soon as a student begins to experience difficulty, the teacher must review the student's file. Contact should be made with the student's parents to discuss the situation. The discussion must involve the parents in determining the steps to be taken to provide the student with assistance in learning and achieving educational success.
- Teachers must work with students in a preventive way, to adapt their teaching methods accordingly and to recommend to the school principal any relevant way of assisting the student with an emphasis on early intervention whenever possible.
- A teacher, who observes that a student in his/her class may have a special need, shall submit a request to the school principal that the case be studied by the Ad Hoc Committee. Parents must be invited to this meeting, however, the meeting may take place should the parents be unable to attend. Every effort should be made to schedule the meeting according to the availability of the parent. Prior to the meeting, the teacher will be asked to follow the established guidelines which include: a description of the interventions tried and the difficulties observed, consultation of the student's academic and confidential file, prior communications with parents and contact with professionals or outside agencies if applicable.
- As required by the E.A. s. 22.1, teachers must participate in the work of the Ad Hoc Committee and in the ensuing I.E.P. should the latter be necessary.

Participation and Responsibilities of School Principal:

The school principal has an important role in the evaluation process.

- *When a new special needs student with significant difficulties applies for admission, the principal must ensure that the abilities and needs of the student are evaluated before the student's placement and enrolment at the school* (E.A., s. 96.14). It is important that this be done to ensure minimum delay in accommodating the student at school.
- The principal will provide teachers with information on students with special needs provided that the information is available and relevant, and that it is in the student's interest.
- When an Ad Hoc Committee is formed to study a case and monitor a student, the principal or his/her delegate will chair and coordinate the work of the committee and receive its recommendations.
- The school principal makes the appropriate decisions concerning the evaluation or identification of a student (according to board guidelines and referral procedures) once

recommendations have been made. Reasons for the decisions must be provided if required according to the current teacher's collective agreement.

- The principal is responsible for gathering all the relevant information concerning the evaluation of the abilities and needs of a student, including information concerning interventions inside or outside the school.
- The principal encourages the participation of the parents and of the child himself in the child's evaluation, unless the child is unable to do so.
- The evaluation of a student with special needs and the identification of that student must be reviewed periodically in the best interest of the student.
- The principal is responsible to ensure that confidentiality is respected by all personnel in his/her school. It should be noted that all personnel share this responsibility.
- The principal is responsible for ensuring parental awareness of the confidential file and the right and procedures concerned with this file.

Participation and Responsibilities of Complementary Services

Complementary Services consists of a multidisciplinary group of personnel who provide programs and services.

The services are reviewed annually by the school board and may include:

- Academic and career counselling and information services
- Psychological services
- Psycho-educational services
- Speech-language therapy services
- Professional and para-professional services
- Health and social services
- Services in spiritual care and guidance and community involvement

The three main objectives of the services are:

1. To provide support for classroom instructional activities:

- facilitate transition of special needs students from cycle to cycle and from school to school
- assist in the planning and organization of educational services for students with identified needs
- to contribute to the Ad Hoc/I.E.P. process by assisting with the identification, evaluation and follow-up of students with special needs when warranted

2. To develop autonomy, initiative, creativity and a sense of responsibility and belonging for all students in the school community:

- promote a philosophy of shared responsibility for the educational progress of students with special needs
- assist parents, students and educators to set clear and attainable learning goals based on sound pedagogy and current trends in educational reform

3. To work with the school community to help students with special needs overcome any difficulties they may be experiencing:

- collaborate with educators in facilitating the changes necessary for students with special needs to function within the context of the classroom
- offer prevention programs
- model a collaborative approach to conflict-resolution through mediation, discussion and peace building activities
- advocate for schools to maintain an environment within which basic human rights are respected
- advise on policy development and school codes of conduct
- inform students, staff and parents of existing community resources and the means to access services available

Written parental permission is necessary for individual evaluation by professionals such as Speech and Language pathologists, psychologists and psycho-educators.

Participation and Responsibilities of the School Board

- The school board is responsible to provide assistance and support to schools and personnel in their efforts to provide the best possible service to the board's students with special needs.
- The school board is responsible for the allocation of Special Education resources to the schools. Based on an evaluation of the needs of the students in the whole system, available human and financial resources are allocated in a fair and equitable manner. This allocation is directly related to the identified and implemented I.E.P.'s in the school. The uniqueness of each school and its student population must be respected.
- It is the responsibility of the school board to ensure that the policy is implemented to develop clear guidelines necessary to put the policy into effect and to allocate the funds designated for special education annually.
- The school board is responsible to designate a person responsible for Special Education services and to initiate and participate on all committees designated for Special Education by law or by collective agreements. The school board will review the application of this policy annually.

IDENTIFICATION OF A STUDENT WITH SPECIAL NEEDS

A student with special needs will be identified according to the MEQ definitions. For a student to be identified as special needs, there must be an active I.E.P. in place.

The school administrator must inform the coordinator responsible for Special Education of the names of students having I.E.P.s according to the MEQ definitions. Resource teachers and qualified professionals may assist the school administrator to evaluate the needs of the student and determine the correct identification, and may assist in the development of the I.E.P. I.E.P.'s for all special needs students will be verified by the school board annually.

Every new identification, change of identification, or withdrawal of identification must first be submitted to the Ad Hoc Committee responsible for studying and monitoring each case.

The school principal is responsible for the identification of students with special needs and must respect the guidelines outlined by the MEQ and the school board.

The school board must provide assistance to schools during this process.

Prevention strategies and early intervention must be put into place as soon as difficulties are noted and are not contingent on a student being identified as a student with special needs.

PROCEDURES FOR INTEGRATING STUDENTS WITH SPECIAL NEEDS

Section 235(2) of the Education Act states that the policy must include:

Methods for integrating those students into regular classes or groups and into 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.

Organization of Services to Promote Integration

The Eastern Townships School Board believes that the preferred placement for students with special needs is the regular classroom. Exceptionally, when the decision is made to provide an alternative setting or program, either temporarily or for a longer period, the I.E.P. must specify that this placement is in the best interest of the child. Even when the I.E.P. recommends an alternative to the regular classroom placement, it is not always possible to do so. Re-integration into the regular classroom must remain an option.

Integration into the school community and into the outside community for social and/or work-study purposes is an important component of a complete program for all students.

When students are integrated into a regular class, the teacher should *select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to (the teacher's) care* (E.A., s. 19).

Conditions for Integrating Students with Special Needs into the Regular Class or Group

The unique diversity and distance between its schools make the Eastern Townships School Board one which promotes integration not only in belief, but also by necessity.

The harmonious integration of a student with special needs into a regular class or group takes place *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* (E.A., s. 235).

The Eastern Townships School Board must ensure that all personnel respect the procedures for evaluating the special needs of students. The Individual Education Plan (I.E.P.) must be implemented in order to organize appropriate support services to students and teachers.

Annually, the school principal will outline to his/her staff and governing board how pupil groups will be formed and how students with special needs will be supported.

Transition from Elementary School to the High School

Each year, the school principals will ensure that the procedures established in the “ETSB Guidelines for Students with Special Needs” are followed to ensure a smooth transition from the elementary to the secondary sector. Administrators, professionals, para-professionals, teachers, parents and students at both elementary and secondary levels must be informed of the services available at the secondary level. These individuals are expected to be actively involved in the process of a successful transition. High School teachers must read the I.E.P. coming from the elementary school prior to the beginning of the school year. The school principal is responsible for ensuring that the I.E.P.s for all new students are implemented and reviewed according to policy.

Integration Support Services

Support services for students and teachers are not mutually exclusive and may in some instances be for both. Support services are concrete, useful and real. They may be direct and indirect.

Student and Teacher Support Services

The school board recognizes the importance of allocating both human and financial resources to student support services and is committed to using appropriate funding designated for students with special needs. In addition, the Eastern Townships School Board will continue to apply for additional grants and external funding to subsidize this important sector.

The organization of special education services must serve the best interest of students with special needs. Teachers who require support to adapt their teaching are entitled to it.

The following list demonstrates some examples of support services that could be available.

Support Services

- Services of Student Services Department
- Technical and material assistance
- Training and professional development
- Assistance with the I.E.P.'s
- Consultation of other in-school partners
- Support from other teachers (e.g. Resource)
- Special involvement by the Principal
- Measures to facilitate parent contact
- Consideration of special workload demands

- Specialized teaching materials
- Assistance with and accommodations for student learning
- Assistance with behavioural difficulties
- Allocation of remedial instruction periods
- Assistance with student development (speech and language, psychological, psycho-educational)
- Time allocation
- Assistance with student's physical needs
- Specialized equipment
- Time with Resource personnel
- Specific meetings and training (peer tutoring, anti-bullying programs, for example)
- Assistance with student integration
- Pedagogical consultants

Teacher support services are determined by the school principal in compliance with the teachers' current collective agreement, the basic school regulation, and the financial and human resources allocated by the school board.

The school board recognizes the role the principal has with regard to professional development, in particular training to help teachers adapt their teaching methods to the needs of the students. The Special Education department will support principals by providing opportunities for professional development in an equitable fashion while respecting the uniqueness of the personnel and students in each school.

In accordance with section 96.20 of the Education Act, *After consulting with the school staff, the principal shall inform the school board, on the date and in the form determined by the school board of the needs of the school in respect of each staff category and of the professional development needs of the staff.*

The school board recognizes the importance of the school principal encouraging the professional development of his/her staff learning to use new teaching methods, new approaches, new teaching materials, and to master new technologies. New technologies for teaching purposes is essential to assist special needs students.

The process of allocating human resources to meet the needs of our special needs students will be in conformity with the current staffing procedures of the school board. This process normally commences following the registration period in the spring.

Rules Governing the Formation of Groups

“For the purpose of applying the rules governing the formation of student groups, when students with handicaps or social maladjustments or learning disabilities are placed in regular groups, they shall be considered as belonging to the student category into which they are integrated.”
(Clause 8-9.06c) i) Teachers' collective agreement)

The Eastern Townships School Board will respect the teachers' collective agreement by providing support services to teachers. However, weighting behavioural students (M..E.Q. definitions) according to the collective agreement in force, will be respected.

PROCEDURES FOR GROUPING STUDENTS WITH SPECIAL NEEDS IN SPECIALIZED SCHOOLS, CLASSES OR GROUPS

Section 235(3) of the Education Act specifies that the policy must include “*terms and conditions for grouping those students in specialized schools, classes or groups*”.

The Eastern Townships School Board endorses the following statements from the Education Act:

- The right of every student to be integrated into a regular class or group *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.* (E.A.,s.235)
- Where the integration of a student with special needs into a regular class or group or program would impose *an excessive constraint* or would *significantly undermine the rights of the other students* (E.A., s. 235), the school board may provide the student with educational services in another type of group.

Type of Group

The Eastern Townships School Board believes in supporting students with special needs in the regular classroom setting whenever possible. The geography and diversity of our students with special needs make the formation of special groups or alternative programs very difficult especially at the elementary level.

Grouping of Students with Special Needs Within a School

When the evaluation of students with special needs indicate that a special grouping (either on a full or part time basis) would better meet their educational needs, the school principal shall advise the coordinator of special education in writing of the proposed service. The parents of the students concerned and the governing board must be aware of the proposal. The model must respect both the Special Education Policies of the MEQ and the ETSB and must receive approval from the board.

Placement of Students with Special Needs in a Special Class or Group Within the Board

Schools with few students with special needs having the same needs, and who feel that the individual needs of specific students would be better served by consolidating the service in one location, may exceptionally wish to request that an alternative program or group be formed. An initial discussion should be held with the student services professionals and the staff of the school. The request may be initiated by the principal to the coordinator of the Special Education Department.

Exceptional Situations

Home Service for Students with Special Needs:

- When a student is unable to attend school for an extended period of time due to illness or a specific handicap, service may be provided at home on a part-time one-on-one basis. To receive this service, a medical diagnosis and request from a physician indicating the period for which the service is required must be provided. Students having a specific handicap according to the MEQ definitions will be identified as a student with special needs.
- When a student is unable to attend school due to a severe behavioural difficulty or during an evaluation period, home service may exceptionally be provided on a part-time basis for a specified period of time. The approval for this service comes from the Director General following a request from the school principal for an extended suspension or evaluation period.
- Students residing in a Readaptive Centre, who are unable to attend school, are considered home service students. English language instruction may be provided on a part time basis to students in the Centres within the territory of the Eastern Townships School Board.

Work for all home service students with special needs is provided by the sending school and must be in accordance with the I.E.P. objectives.

Note: Home Service is not to be confused with Home Schooling, which in the Eastern Townships School Board refers to the agreement between schools and parents of students who are home schooled. In the case of Home Schooling, school personnel do not work in the home - parents are responsible for the instruction of their children.

In the 2002-2003 school year, a Home Service is normally 6 hours per student per week, subject to modification annually.

Agreements for the Provision of Instructional Services:

In situations where the Eastern Townships School Board cannot meet the special needs of a student, the board will enter into an agreement according to the following articles from the Education Act:

209. *In order to carry out that function, the school board shall, in particular,*

(1) admit persons who come under its jurisdiction to educational services;

(2) organize educational services or, if the school board can establish that its resources are insufficient or if the school board agrees to grant the request of parents, entrust the organization of educational services to another school board, a body or a person with which or whom it has entered into an agreement pursuant to any of sections 213 to 215.1, while making sure the services are provided as near the students' place of residence as possible;

(...)

213. *(...)*

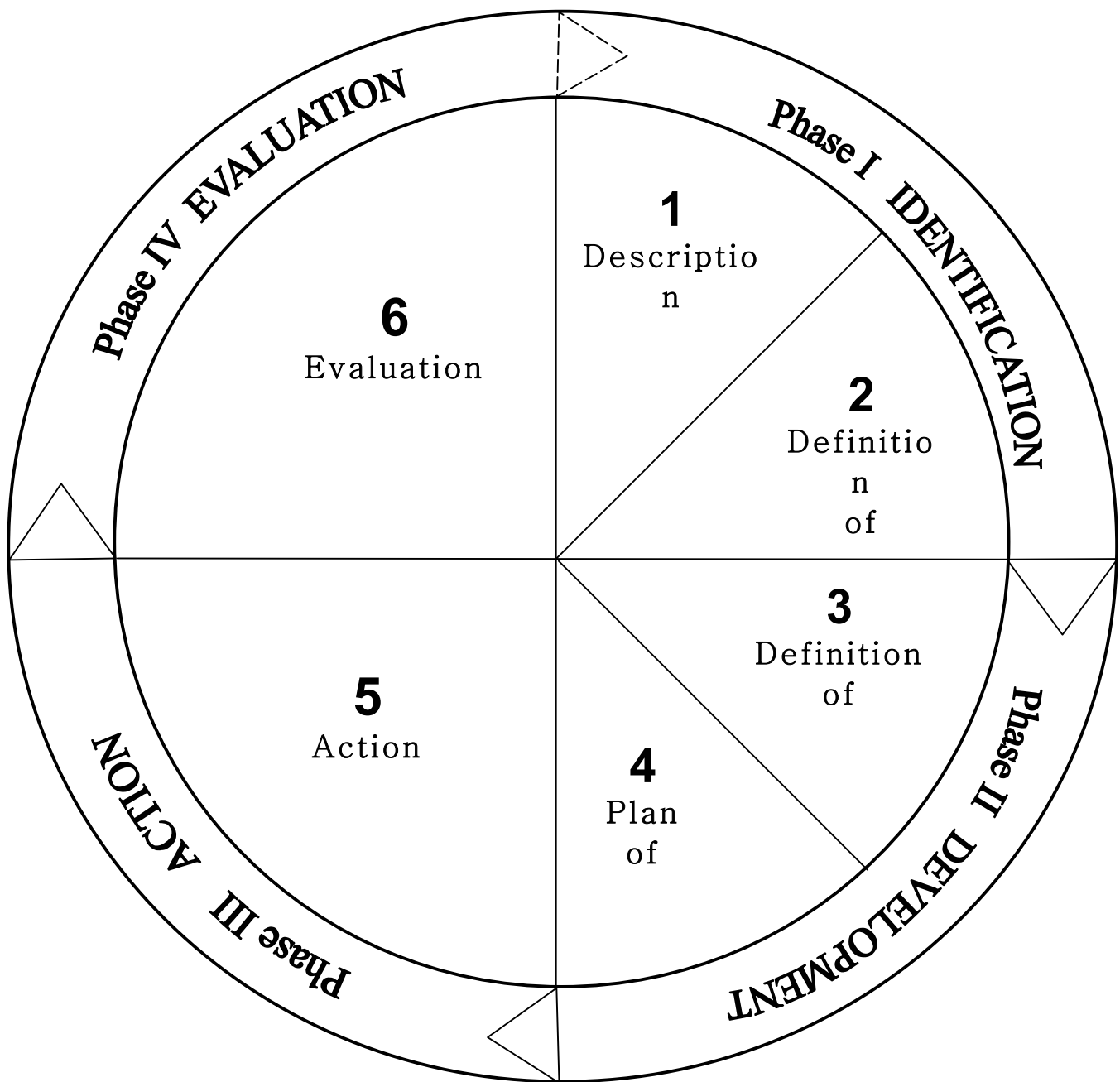
A school board may enter into an agreement with another school board, a body or person for the provision of student services and special educational services, literacy services or popular

education services or for any purposes other than the provision of services referred to in the first paragraph.

(...)

When an inter-board agreement is signed, the student must board in the territory or be transported to the receiving board. This service is considered a last option.

Phases of the Practical Procedures for Developing Individualized Education Plans



PROCEDURES FOR ESTABLISHING AND EVALUATING INDIVIDUAL EDUCATION PLANS (I.E.P.S)

Section 235(4) of the Education Act stipulates that the policy must include *methods for preparing and evaluating the individualized education plans intended for such students.*

Section 96.14 of the Education Act further specifies:

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 plan 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 enrollment 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 Eastern Townships School Board believes that the I.E.P. is more than a written document. It is a process designed for each student with special needs based on the evaluation of the abilities and needs of that student. It is a concerted plan that is developed, implemented, evaluated and reviewed by the team of people involved with the student.

Procedures for the Establishment of an I.E.P.

An I.E.P. will have been established for every student who, according to the M.E.Q. definitions, is identified as having special needs.

An Ad Hoc meeting (as defined by the teachers' current collective agreement) must be held prior to or concurrent to the initial I.E.P. meeting. Parents must be invited to the Ad Hoc and/or I.E.P. meeting. They are considered essential partners in all decisions made concerning their child's educational success.

Prior to the Ad Hoc meeting, the following procedures should normally be followed:

- A teacher who, after having adapted his/her teaching strategies to the needs of a student, determines after evaluating and observing the student that the student continues to experience difficulties which could lead to failure, reports to the school principal. A written report provides a summary of the difficulties observed and the interventions used by the teacher(s).

When establishing the I.E.P., the principal/vice-principal shall ensure that all partners whose presence is considered relevant make a contribution, and that the measures taken reflect the needs of the student in terms of knowledge, social development and qualifications.

The principal shall, when establishing the I.E.P., ask the members of the Ad Hoc Committee to make appropriate recommendations. Student Services professionals may assist the principal with the individual education plan according to referral procedures established by the E.T.S.B. Student services professionals may advise the school principal and the school board on programs designed to improve the services to students with special needs.

If an I.E.P. has already been established for a student by a partner organization (in the area of daycare, early childhood, health, social services or youth protection etc.) the school administration must ensure the coordination of the services provided to the student. The plan must specify the procedure for coordination.

Content of the I.E.P.

Although the content of the plan varies from one student to another, depending on the abilities and needs of the student concerned, each I.E.P. will have measurable objectives and competencies. The following elements should be included:

- The abilities and needs of the student;
- The objectives pursued and the competencies to be developed;
- The support services needed by the student to develop those competencies;
- The types of intervention required;
- The role and responsibilities of each partner involved in ensuring that the student achieves educational success;
- The process for evaluating the results achieved and the date(s) of the evaluation;
- The procedure for reviewing the individualized education plan;
- The names of the participants in the plan and the signature of the school principal and the parents and student (where applicable).

Evaluation and Monitoring of the I.E.P.:

The principal shall see to the implementation and periodical evaluation of the individual education plan and inform the student's parents on a regular basis (E.A., s. 96.14).

The I.E.P. is an important part of the education process for students with special needs. It must be implemented on a daily basis and evaluated at each reporting period and reviewed formally at least once a year with the parents.

The principal shall ensure that the members of the Ad Hoc Committee established under the current teachers' collective agreement collaborate in the application of the measures specified in the plan.

During a regular evaluation of the plan by the principal, the principal shall take into account any change in the student's situation and the need to maintain the plan, or to change the support services planned for the student.

Following the regular evaluation, the principal must decide whether or not to maintain (with or

without change) the identification of the student as a student with special needs, after consulting the Ad Hoc Committee. The Eastern Townships School Board will continue to monitor the identification and validation, according to MEQ guidelines, of the students with handicaps and students with severe behavioural difficulties.

CONFIDENTIALITY

Confidentiality of information must be respected for all students. With regard to the special needs student, it is important that information be shared judiciously with the staff members concerned with each student. Among others, the Civil Code is quite explicit regarding the right to confidentiality. **The ETSB expects all persons involved with students in our school system to be aware of and apply all rules concerning confidentiality.**

MECHANISMS FOR SOLVING THE PROBLEMS RAISED BY THE APPLICATION OF THE POLICY

The problems raised by the application of the policy must first be sent to the principal of the school concerned, who must attempt to find appropriate solutions with the assistance, where necessary, of a resource person from the school board.

The parents, in particular where they are dissatisfied with a decision made concerning the individualized education plan for their child, may apply through the appeal procedures established by the Eastern Townships School Board.

A student or parents of a student affected by a decision of the council of commissioners, the executive committee or the governing board, or of an officer or employee of the school board may request the council of commissioners to reconsider such decision (E.A., s. 9).

LEGAL FRAMEWORK

The Policy must be based, in particular, on the following documents:

- Education Act (E.A.), R.S.Q., c. I-13.3.
- Ministère de l'Éducation, Students with Handicaps, Social Maladjustments or Learning Difficulties: Definitions, Direction de l'adaptation scolaire et des services complémentaires, 2000.
- Quebec Education Program, current edition.
- Ministère de l'Éducation, Basic School Regulation for Preschool, Elementary and Secondary Education, July 2000.
- The teachers' collective agreement in force.
- Charter of Human Rights and Freedoms, R.S.Q., c. C-12.
- Act to Secure the Handicapped in the Exercise of their Rights, R.S.Q., c. E-20.1.
- Act respecting Access to Documents held by Public Bodies and the Protection of Personal Information, R.S.Q., c. A-2.1.
- Civil Code of Québec.
- Youth Protection Act