



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

Policy for the Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Disabilities

Adopted on: May 9, 2014

N.B.

The masculine form has been used throughout this document for purposes of brevity.

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Introduction

The mission of Central Québec School Board is to support vibrant learning communities in its schools and Centre that empower all students to receive the best possible education, to foster their social development and to prepare them to achieve their fullest potential and become contributing members of our ever-changing society.

The CQSB and its schools, through their motto, “Learning for all”, are committed to providing quality education services to all of their students. Based on our values of leadership, openness and cooperation in a caring and learning environment, we share the philosophy and vision that all children should have access to quality educational services in the regular classroom setting as much as possible.

At the CQSB, we believe that: Learning is a lifelong process; there is richness in diversity; all individuals have potential to improve and have the right to develop their potential in a safe, caring and inclusive environment; student must always be placed as *the* priority. In order to comply with the requirements of section 235 of the Education Act¹, this document outlines how the Policy on Special Education Services will be implemented in the School Board.

Section 235 of the Education Act reads as follows:

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.

1. Objective of the Policy

In conformity with Section 235 of the Education Act, the policy will address:

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. (Refer to Section 3 of this policy)

- 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. (Refer to Sections 5 & 6 of this policy);
- Terms and conditions for grouping those students in specialized schools, classes or groups. (Refer to Section 6 of this policy);
- **Methods for preparing and evaluating the Individualized Education Plans (I.E.P.) intended for students with special needs. (Refer to Section 7 of this policy).**

¹ [Québec Education Act](#), Section 235

The policy will also address:

- The vision and mission of CQSB as well as the fundamental principles that provide the foundation upon which the policy and the board's approach to supporting students with special needs is built. (refer to the Introduction and Sections 1 & 2 of this policy);
- Procedures for the admission and enrollment of students with special needs (Refer to Sections 8 & 9 of this policy);
- Procedures for transitioning students with special needs from one educational setting to another (Refer to Sections 10 & 11);
- The participation and responsibilities of all those concerned with providing services and support to students with special needs. (Refer to Sections 4 & 12 of this policy);
- The organization of files concerning students with special needs. (Refer to Section 13 of this policy)

2. Fundamental Principles

The fundamental principle of special education is to meet the individual learning and developmental needs of each student. Schools must recognize and respond to the diverse needs of their students, accommodating both different rates and styles of learning, and ensuring quality education to all. There should be a continuum of supports and services within a school to match the continuum of special needs encountered in every school.

The School Board's *Policy for the Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Disabilities* is based on the following principles:

2.1 Accessibility of Services

- The School Board recognizes the right of all students to have access to quality educational services that will allow them to reach their full potential.
- The School Board favours an organization of services provided in the most natural environment for the students and favours the inclusion of students into regular classes.
- Inclusion should facilitate the students' learning and social integration and not impose an excessive constraint or significantly undermine the rights of the other students. If this is not the case, the School Board will suggest alternative solutions.
- The School Board offers educational services to all students who have not reached the age of 18, or 21 in the case of a student having handicaps as defined by the Act to Secure Handicapped Persons in the Exercise of Their Rights with a View to Achieving Social, School and Workplace Integration².

These adapted services must promote learning and social integration, objectives which are complementary and cannot be dissociated.

² [Act to Secure Handicapped Persons in the Exercise of Their Rights with a View to Achieving Social, School and Workplace Integration](#)

2.2 Equitable Distribution of Resources

- The School Board organizes and adapts its educational services while bearing in mind the global and available resources.
- The School Board, through the School Board Parity Committee³, distributes its available resources in an equitable fashion, taking into account social and economic inequalities as well as the needs expressed by the schools through the School Level Committee⁴.
- The School Board consults the Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities on the organization of educational services for handicapped students and students with social maladjustments or learning disabilities and the allocation of financial resources for these students.

2.3 Early Intervention and Prevention

- The School Board recognizes the importance of prevention and early intervention and to devote additional effort to these areas, particularly in terms of human and financial resources.

2.4 Adaptation of Resources

- In order to provide appropriate educational services, teachers that work with students with special needs, prioritize the adaptation or modification of their teaching methods and offer students various educational options.

2.5 Focus on Community

- The School Board desires to create 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.

2.6 Support for Students At-Risk

- The School Board devotes particular attention to students at-risk, as well as those with learning disabilities or behavioural difficulties; determines methods of intervention that better meet their needs and abilities; uses individualized education plans (I.E.Ps) when necessary to identify and organize the services given to the student.

2.7 Evaluating and Reporting on Success

- The School Board develops methods for evaluating students' educational success in terms of knowledge, social development and qualifications, and reports results. Findings and conclusions may be described through the report card, but may also be included in comments on a student's I.E.P.

³ [Teachers' Collective Agreement, 2010-2015](#), 8-9.02

⁴ [Teachers' Collective Agreement, 2010-2015](#), 8-9.03

3. Procedures on Evaluating Students with Special Needs

It is the responsibility of the principal to identify all students with special needs and to request a code for all students with handicaps as defined by the MELS⁵. This should be done in collaboration with the parents concerned and any member of the school team who interacts with the student. The process is overseen by Complementary Educational Services personnel, in accordance with the guidelines and criteria set out by the MELS⁶.

According to the MELS, students identified as having special needs are categorized in one of two ways: being “at-risk” or as having a “handicap”:

- Students identified as having a “handicap” are those students who meet the criteria for disability as defined by MELS criteria.
- Students identified as being “at-risk” are those students who present certain vulnerability factors that may affect their learning or behaviour...⁷
- The Teachers’ Collective Agreement, Appendix XXXI⁸ further defines the categories of “at-risk” students in order to provide guidance and support those involved in intervention efforts.
- The CQSB has chosen to use a numerical identification to help identify students “at-risk” based on the definitions in the Teachers’ Collective Agreement.

As per the Teachers’ Collective Agreement, 8-9.06⁹, there are specific directives to follow in order to have a student identified and evaluated.

- 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 the principal. The identification process can begin as early as kindergarten and may take place at any time during the school year.
- The teacher, after observing a student struggling with academic, behavioural or social issues, attempts to find and use appropriate interventions. If issues persist, the teacher may fill out a referral form and either submits a case for study or request services¹⁰. The principal accepts the referral and either assures that appropriate services are given to the student, or meets with the Ad Hoc Committee¹¹ to determine following actions. The Ad Hoc Committee may make recommendations including suggesting specific support measures to be put in place. If the principal and Ad Hoc Committee believe further evaluation is necessary, the principal consults with parents and, if they agree, refers the student to the appropriate professional (psychologist, psycho-educator, SLP, etc.) within the CQSB. (Parents always have the option of obtaining private evaluation services at their own charge.) The professional will evaluate the student according to the professional’s waiting list. Once the student is evaluated, the professional will report the results to the parents and if appropriate with the school team in order to suggest appropriate interventions; he may also participate in the I.E.P. process when appropriate.

⁵ [Organization of Educational Services](#) for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties

⁶ [Organization of Educational Services](#) for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties

⁷ [Organization of Educational Services](#) for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties

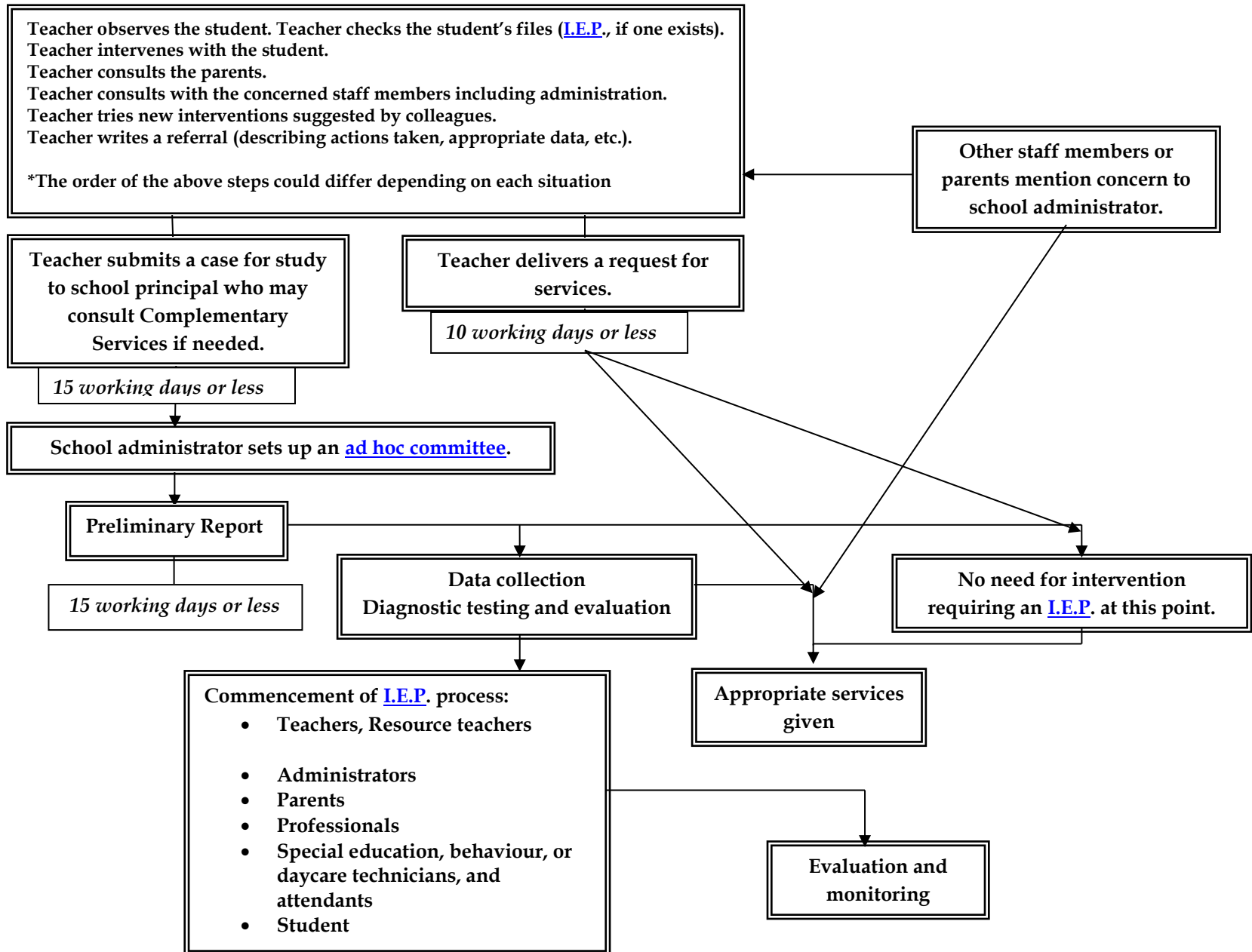
⁸ [Teachers’ Collective Agreement, 2010-2015](#), Appendix XXXI

⁹ [Teachers’ Collective Agreement, 2010-2015](#), 8-9.04 - 8-9.06

¹⁰ [Teachers’ Collective Agreement, 2010-2015](#), 8-9.06

¹¹ [Teachers’ Collective Agreement, 2010-2015](#), 8-9.06

3.1 Flowchart: Procedures for the Identification, Evaluation and Intervention of Students with Special Needs



4. Teacher Support Services

Teachers have the primary responsibility for adapting their teaching methods and to meet individual student needs, both academic and social, and at the same time remain accountable for the learning of the group as a whole.

- To allow teachers to meet the needs of a student with a handicap or a student who is at-risk who is included in the teacher's group, the School Board recognizes the importance of devoting human and financial resources to teacher support services.
- In general, support services provide direct or indirect support to teachers in the performance of their overall task, taking into account the specific situations encountered by the teacher and the extra workload generated by the presence of one or more students with special needs.
- Without limiting the generality of the foregoing, the following services constitute examples of what might also be considered support services:
 - Training and professional development;
 - Measures facilitating the consultation of other school interveners and sharing of expertise;
 - Particular participation of the principal and/or vice-principal;
 - Lending library (professional resources and information);
 - Time with professionals or consultants to discuss teaching methods and strategies;
 - Assistance with student inclusion (raising awareness and preparing the other students in the class);
 - Other.
- Teacher support services are determined by the school principal and dispensed in the manner and according to the priorities determined by the principal, in consultation with the school staff and in compliance, in particular, with the Teachers' Collective Agreement¹², the Basic School Regulation¹³, and the School Board's *Policy for the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities*.

Teachers must be informed by the school principal, of the support services available to them.

- Where a teacher is entitled to support services pursuant to the Teachers' Collective Agreement¹⁴ and is dissatisfied with the support services made available by the school principal, the teacher may apply to the principal in writing for an increase or change in the nature or duration of the services. If the teacher is not satisfied with the action then taken by the principal, the teacher may ask the Union to present the case through Human Resources and/or Complementary Educational Services.

¹² [Teachers' Collective Agreement, 2010-2015](#)

¹³ [Basic School Regulations](#)

¹⁴ [Teachers' Collective Agreement, 2010-2015](#)

5. Methods of Inclusion

The School Board expects services to be organized as much as possible in a way that promotes the inclusion of students with special needs into regular classes and into other school activities. Inclusion is not just a physical presence in the classroom. It is the student working within the educational and social framework with the rest of the class. The student with special needs interacts regularly with his classmates in a common educational program. His objectives however, might be quite different than those of the other students.

- The inclusion of a student into the regular classroom is facilitated by the I.E.P. process.
- The teacher is entitled to “*select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to (his) care*¹⁵”.
- A teacher should also adapt his teaching to the needs and characteristics of students with disabilities, maladjustments or handicaps. Furthermore, the teacher will cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned¹⁶.

5.1 **Availability of Services**

- The availability of services offered by the School Board will vary according to its financial resources, the area, local resources, location and size of the school. Students with special needs may receive one or more of the following services:
 - Differentiated, adapted or modified teaching methods provided by the classroom teacher;
 - Services of a resource teacher;
 - Services of a special education or behaviour technician or an attendant;
 - Professional services;
 - Special transportation services;
 - Specialized furniture and/or technology;
 - Other.
- Other resources could be provided outside of the mandate of the School Board such as by Health and Social Services or the Québec Police Force.

5.2 **School Board Agreements for Services**¹⁷

- A school board may enter into an agreement, for the provision of instructional services at the preschool, elementary or secondary level, with another school board or an educational institution governed by the Act respecting private education¹⁸, or an educational body in Canada which provides educational services equivalent to those referred to in this Act.
- A school board may enter into an agreement with another school board, a body or a 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.

¹⁵ [Québec Education Act](#), Section 19

¹⁶ [Teacher Training: Orientations, Professional Competencies](#)

¹⁷ [Québec Education Act](#), Section 213

¹⁸ [Québec Education Act](#)

- Before entering into such an agreement, the School Board shall consult every student of full age (18 or older) and the parents of every student likely to be concerned by such an agreement. In the case of a handicapped student or a student with a social maladjustment or a learning disability, the School Board shall consult the Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities¹⁹.
- A school board may, pursuant to an agreement under this section, provide services to persons who do not come under its jurisdiction; it may also organize on-the-job training and apprenticeship programs.

6. Terms and Conditions for Including Students in Regular or Special Classes

Inclusion 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 students²⁰.

According to the Teachers' Collective Agreement²¹, the School Board provides support services to at-risk students, students with handicaps, social maladjustments or learning disabilities when they are included in regular or special classes.

The School Board also provides support services to the teachers of these students.

6.1 Rules Governing the Formation of Student Groups

The School Board determines the weighting of students as stipulated in the Teachers' Collective Agreement²². Students with handicaps included in a regular class are weighted differently than students that are grouped together in a special class. The School Board believes that *all children should have access to quality educational services in the regular classroom setting as much as possible* (refer to Section 1 of this policy).

- The I.E.P. guides the inclusion of a student into the regular classroom.

6.2 Special Classes²³

Special classes may be established, beyond programs specifically designed by the MELS for certain categories of students (Work-Oriented Training Path, Challenges, CAPS, etc.) when it is considered to be in the best interest of the student. Special classes will be up to the discretion of the School Board. Students' involvement in such a class will be determined through the I.E.P. process.

¹⁹ [Québec Education Act](#), Section 185

²⁰ [Québec Education Act](#), Section 235

²¹ [Teachers' Collective Agreement, 2010-2015](#), 8-4.00

²² [Teachers' Collective Agreement, 2010-2015](#), 8-4.00

²³ [Teachers' Collective Agreement, 2010-2015](#), 8-4.00

7. The Individualized Education Plan (I.E.P.)

7.1 Introduction

The identification of the needs and of the services that are to be offered to students with handicaps, social maladjustments or learning disabilities is elaborated through an I.E.P. Students considered at-risk may have an I.E.P.

An I.E.P. is more than just a form. It is an essential tool, specially designed on the basis of the evaluation of the abilities and needs of a student with a handicap, social maladjustment or learning disability, that targets concerted and referral action to help the student succeed²⁴.

The I.E.P. is a confidential document that is only accessible to those individuals who provide direct services to a student.

7.2 The Student's Rights

Every student who is identified as having a handicap, social maladjustment or learning disability, has certain rights as outlined in section 96.14 of the Education Act²⁵:

*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.***

7.3 Characteristics

The I.E.P. should include:

- The abilities and needs of a student;
- The objectives pursued and the competencies to be developed;
- The support services that may be 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 of evaluation;
- The procedure for reviewing the I.E.P.;
- The level to which the student's educational program has been adapted or modified;
- When appropriate, should contain goals and objectives that relate to TEVA (transition from school to working life);
- Signatures of those present and/or in agreement;
- Etc.

The I.E.P. must be sent to the School Board at its request.

²⁴ [Individualized Education Plans: Helping Students Achieve Success](#)

²⁵ [Québec Education Act](#), Section 96.14

7.4 Evaluation and Monitoring of the Individualized Education Plan

- The principal shall see to the implementation and periodical evaluation of the I.E.P. and inform the student's parents on a regular basis;
- The principal shall ensure that the members of the ad hoc committee²⁶ collaborate in the application of the measures specified in the plan;
- During a periodical evaluation of the I.E.P. by the principal, he 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 periodical review of a student's situation, the principal decides whether or not to maintain (with or without change) the identification of the student as a student with a handicap, social maladjustment or learning disability, after consulting the ad hoc committee²⁷. To remove a handicap code, the principal must make the School Board aware of the new situation before the 30th of September, so that the code is not transferred to the MELS.
- The Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities²⁸, may advise the School Board on the implementation of an I.E.P. for a student with a handicap, social maladjustments or learning disability.
- Following the establishment of an I.E.P., the I.E.P. team members could be assigned by the principal different organizational tasks such as calling meetings, recording and updating I.E.P. documentation for official records and distributing the updated I.E.P. documentation to all involved, etc.
- Parents of students with handicaps, social maladjustments or learning difficulties and involved staff must be made aware of the student's code or identification²⁹.
- It is essential that parents and school staff work together. Regular communication between them is one of the best tools to ensure this collaboration. Therefore:
 - Once the I.E.P. is prepared, revised or completed, parents will receive a paper copy for signature. This copy must be returned to the school and placed in the student's I.E.P. file;
 - Information must be provided to parents once a month in order to foster collaboration between the parents and the school in dealing with learning difficulties and behavioural problems as soon as they appear³⁰;
 - Upon mutual agreement, a telephone conversation or a parent-teacher meeting could be recognized as an official I.E.P. report;
 - At the final I.E.P. meeting of the year, the team will make recommendations for the following school year;
 - If a principal decides that a formal I.E.P. is not necessary, a plan of action can still be outlined and followed by the school team;
 - In specific student situations, the school may be asked to participate in an Intersectorial Individualized Service Plan that includes services and resources from the education, health and social services sectors.

²⁶ [Teachers' Collective Agreement, 2010-2015](#), 8-9.06

²⁷ [Teachers' Collective Agreement, 2010-2015](#), 8-9.06

²⁸ [Québec Education Act](#), Section 185

²⁹ [Teachers' Collective Agreement, 2010-2015](#), Appendix XXXI

³⁰ [Basic School Regulation](#), 29.2

8. Admissions and Enrolment of New Students Who May Require Special Services

Parents have the primary responsibility for their children³¹. They therefore have an important role to play in their child's education.

- A parent enrolling a child with special needs in a school administered by Central Québec School Board must do so in conformity with the School Board's policy, *Criteria for the Admission and Enrolment of Students and the Application of School Boundaries*³².
- When a parent suspects or is aware that his child has a learning, emotional or behavioural problem, or shows signs of a physical or intellectual disability, he shall fill out the appropriate section of the *Request for Admission and Enrolment*³³.
- A meeting with the student, his parents, the school principal and designated members of the school staff will then be scheduled in order to meet the student and assess the situation **before accepting the student's registration and allowing him to enter regular classes**. If this happens, the School Board will suggest alternative solutions.
- For students with special needs, this assessment should include an examination of all pertinent information and previous school records. This must be completed as soon as possible in order for the school to submit its request for services to the School Board within the prescribed time.
- In the case of a student with a handicap, who, by necessity, is registered after the prescribed registration deadline, the School Board should be advised as soon as possible of any special services that would be required in order to facilitate the student's inclusion into one of our schools. Any registration submitted past the prescribed deadline will be dealt with at the School Board level. The School Board will determine which school the student will attend.

9. Enrolment of Students Returning to One of the School Board's Schools

Returning students with handicaps must also fill out a *Request for Admission and Enrolment*³⁴. The deadline for new students also applies and principals must submit their requests for services each year.

³¹ [Québec Education Act](#), Section 17

³² [Criteria for the admission and enrolment](#) of students and the application of school boundaries

³³ Request for Admission and Enrollment is available directly from a CQSB school or the board office

³⁴ Request for Admission and Enrollment is available directly from a CQSB school of the board office

10. Transition to High School from Elementary School (within CQSB)

School principals are responsible for the transition plans for students with special needs from elementary to secondary school.

The secondary school will initiate meetings with each elementary school in May of each year in order to:

- Ensure the sending school staff and the receiving school staff meet in order to share information and to plan educational programs for students with special needs entering Secondary I. The student's I.E.P. file will be forwarded to the appropriate high school in June;
- Determine the special education services available at the high school level.

Before school starts, parents of children with handicaps or social maladjustments and the school should be in contact in order to discuss the students' needs and the services offered at the secondary school.

11. Transfers between Schools (within the CQSB)

When it is necessary that a student with special needs changes schools within CQSB, it is understood that school principals are responsible to ensure the successful transition of these students and therefore that they would follow a similar procedure as outlined in Section 10 of this policy.

12. Participation and Responsibilities

12.1 **Role of the Student**

Students are the main authors of their own success and they are expected to fully participate in their own education.

- They should collaborate with various partners (teachers, principal, professionals, etc.) in the evaluation of their abilities and needs;
- They should also play an active role, unless they are unable to do so, in the establishment of their I.E.P.

12.2 **Role of the Parents**

Parents have the primary responsibility for their children³⁵. They therefore have an important role to play in their child's education.

Parents must notify the school principal of any problem, handicap, disability or event that could affect their child's progress in school, and that could require the school to adapt its intervention³⁶.

³⁵ [Québec Education Act](#), Section 17

³⁶ [Policy Development Guide](#): Policy Concerning the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities

The parents of a child who is currently receiving or has received special services from a partner organization (in the area of daycare, early childhood, health, social services or public security services, etc.) must inform the school administration of that fact to allow a connection to be established with the organizations concerned and the coordination of the services offered to the child³⁷.

Parents are consulted concerning the evaluation of the abilities and needs of their child, and the child's placement.

Parents are invited, when appropriate, to join the Ad Hoc Committee³⁸.

Parents should be available to participate in the I.E.P. process. However, the fact that parents do not attend a meeting shall neither impede nor prevent the committee from carrying out its work.³⁹

12.3 Role of the Teaching Staff

12.3.1 Teachers (Including Specialists)

Within the school's mandate to instruct, qualify and socialize students, teachers have the primary role in assuring the integration, evaluation and success of students with special needs in their class. Therefore, teachers will:

- *"Select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to {their} care⁴⁰";*
- *"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} care⁴¹";*
- Work with students in a preventive way by adapting their teaching methods accordingly and by recommending to the school principal any relevant way of assisting the student with an emphasis on early intervention wherever possible, while avoiding categorizing the student⁴²;
- Contact the student's parents as soon as a student begins to experience difficulty in order 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 success⁴³;
- Take part in the study of a student's situation and in establishing an I.E.P.

³⁷ [Policy Development Guide](#): Policy Concerning the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities

³⁸ [Teachers' Collective Agreement, 2010-2015](#)

³⁹ [Teachers' Collective Agreement, 2010-2015](#), 8-9.06

⁴⁰ [Québec Education Act](#), Section 19

⁴¹ [Québec Education Act](#), Section 19

⁴² [Policy Development Guide](#): Policy Concerning the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities

⁴³ [Policy Development Guide](#): Policy Concerning the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities

- Report to the school administration when detecting in his class a student who, in his opinion, demonstrates particular problems, and indicate the problem or problems encountered by the student⁴⁴. Interventions should be carried out over a significant period of time in order to request support services or submit the case to the School Board Parity Committee⁴⁵.
- Work with the support staff accompanying the student in the classroom by providing an appropriate program based on the student's I.E.P. goals.
- Provide remediation; intervention with a student or a group of students to prevent problems or academic delays and to provide special support measures to students experiencing the same⁴⁶.

12.3.2 Teachers in a Resource Role (Remedial and Supporting Teachers⁴⁷)

The resource teacher holds a central role within the school providing knowledge and skills to support students with special needs. The resource teacher reports to the school administration and acts as a liaison with all partners. Therefore, resource teachers mainly :

- May participate in the assessment, planning, instruction and evaluation for students with special needs;
- May develop programs adapted to specific learning needs in collaboration with the classroom teacher and specialist teachers;
- May provide individual instruction in coordination with the teachers in order to meet the students' instructional needs;
- May assist students with special needs, including those with behavioural difficulties;
- May assist the administration in setting and monitoring I.E.P. objectives;
- Gather current special education knowledge in order to inform and support students, staff and parents.

12.4 Role of the Special Education Support Staff

12.4.1 Special Education Technician⁴⁸

The special education technician provides a service under the authority of the school administrator. The technician's role is mainly to:

- Provide assistance to the classroom teacher in order to ensure the appropriate integration of one or more students with special needs;
- Apply academic programs and re-education techniques keeping in mind the necessity to foster the student's autonomy;
- Provide support to the teachers through the application of behaviour management strategies;
- Participate in the I.E.P. process upon request.

⁴⁴ [Teachers' Collective Agreement, 2010-2015](#), 8-9.06

⁴⁵ [Teachers' Collective Agreement, 2010-2015](#), 8-9.02

⁴⁶ [Teachers' Collective Agreement, 2010-2015](#)

⁴⁷ [Teachers' Collective Agreement, 2010-2015](#), 8-11.00

⁴⁸ [Classification Plan: For Support Staff Positions](#)

12.4.2 Attendant for Handicapped Students⁴⁹

The role of an attendant is to provide additional assistance and support to one or more students with school activities. Therefore the attendant will:

- Supervise students during recess, meal periods, nap-time and recreation time and accompany them to activities;
- Assist with dressing, personal hygiene, eating, and help with getting in and out of vehicles;
- Prepare materials under the teachers' direction, set up activities and organize records;
- If necessary, he or she administers medication according to medical requirements and the local policy⁵⁰ in effect;
- Participate in the I.E.P. process upon request.

12.5 Role of the Professionals⁵¹

Professionals may assist students with special needs and advise and support administrators, school teams and parents. Under the supervision of the school administration, their role is mainly to:

- Collaborate with the appropriate multidisciplinary team in case studies and I.E.P. meetings upon request;
- Collaborate in the coding or identification of students with special needs, according to their specialty field, through an evaluation that could include the administration and interpretation of tests;
- Provide timely reports and communicate the information to parents, administration and concerned staff.
- Refer the students to the appropriate persons, programs or specialized organisations when needed;
- Up-date student files and include recent reports relevant to their field;
- Meet students individually or in groups, helping them identify difficulties, supporting them in exploring solutions and, as needed, recommending resources;
- Work with teachers to understand specific student situations and recommend possible interventions;
- Organize or provide workshops for the school team as appropriate.

12.6 Role of the Principal

The principal encourages and supports a positive attitude towards early intervention and inclusion, disperses this knowledge throughout the entire community and ensures that every student in the school is receiving appropriate services. Therefore the principal will:

- Ensure that the School Board *Policy for Students with Handicaps, Social Maladjustments or Learning Disabilities* is communicated, transmitted and followed;
- Ensure that the abilities and requirements of the students with special needs are evaluated before their admission, placement and enrollment at the school, and this throughout the year;

⁴⁹ [Classification Plan: For Support Staff Positions](#)

⁵⁰ Protocole de prestation de service dans le cadre de la pratique d'activités d'exception et de l'administration de médicaments en milieu scolaire (this policy is for the Quebec City region only)

⁵¹ [Classification Plan: For Professionals of English-Language School Boards](#)

- Consult the parents and make them aware of the code requested for their child at the *Ministère de l'Éducation, du Loisir et du Sport*;
- Participate in the coding process and validation for students with handicaps;
- Establish an I.E.P. for a student who has a handicap, or if necessary, for a student considered to be 'at-risk', and is accountable for the decisions made as part of the plan. It is therefore up to the principal to ensure that all such decisions are properly monitored;
- Ensure consistency between the school's practices with respect to the I.E.P. and the various supervisory requirements arising from the School Board's responsibilities as defined in its policy;
- Identify, in collaboration with the School Level Committee, the school's needs in terms of the services required for students with special needs;
- Inform the parents regarding the extra services being offered to their child;
- Ask parents to sign a document indicating that services have been offered but refused, if such a situation arises;
- Provide, when students with special needs are integrated into regular groups or grouped together in special classes, the teacher(s) concerned information on the students, provided that the information is available and that the giving of the information is in the student's interest and in accordance with clause 8-9.07 of the Teachers' Collective Agreement;
- Inform the School Board of the needs of the school and of the professional development requests necessary to ensure the integration of students with special needs.

12.7 Role of the Governing Board

The Governing Board is responsible for approving the approach proposed by the principal for the implementation of the student services and special educational services programs prescribed by the Basic School Regulation⁵² and determined by the School Board, or provided for in an agreement entered into by the School Board⁵³.

The Governing Board shall analyze the situation prevailing at the school, principally the needs of the students, the challenges tied to student success and the characteristics and expectations of the community served by the school⁵⁴.

To that end, the Governing Board shall encourage the communication of information, dialogue and concerted action between students, parents, the principal, teachers and other school staff members and community representatives, and their collaboration in helping students to reach their potential both academically and socially.

⁵² [Basic School Regulations](#)

⁵³ [Québec Education Act](#), Section 88

⁵⁴ [Québec Education Act](#), Section 74

12.8 Role of the School Board

The School Board is responsible for the overall organization and coordination of special education services for students residing on its territory. The role of the School Board is as follows:

- Adopt, after consultation with the Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities and the School Board Parity Committee, 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 students⁵⁵;
- 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 Board⁵⁶;
- Provide educational services to children with handicaps, who reach the age of four by September 30th of the current school year, and whose parents have made an application to have their child attend kindergarten. It is understood that this child will repeat kindergarten;
- Approve for the following school year, resources available for the provision of services for students with special needs within its schools.

Through its Complementary Educational Services, the School Board will:

- Initiate a periodical review of its policy to ensure it reflects the needs of those it is meant to serve;
- Ensure that policy is followed in order to achieve the objectives of quality education for students with special needs;
- Advise school personnel on procedures when questions and difficulties arise;
- Encourage the development and implementation of programs so that the policy and procedures can be applied;
- Review the school-recommended identification of students and validate the special education codes according to MELS criteria;
- Establish the Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities according to the Education Act⁵⁷ and attend its regular meetings;
- Establish the School Board Parity Committee according to the Teachers' Collective Agreement⁵⁸ and attend its regular meetings;
- With Human Resources and Financial Services, assess financial resources available and bring recommendations to the School Board Parity Committee before approval by the Council of Commissioners.

⁵⁵ [Québec Education Act](#), Section 235

⁵⁶ [Québec Education Act](#), Section 235

⁵⁷ [Québec Education Act](#), Section 235

⁵⁸ [Teachers' Collective Agreement, 2010-2015](#), 8-9.02

13. Student Files

There are three different types of student files: the cumulative file, the I.E.P. file and the professional file. Due to their confidential nature, files should be kept locked in a safe place.

13.1 **The Cumulative File**

- Only accessible to those individuals who provide direct services to a student. For example, it contains nominative information, report cards, the certificate of eligibility, etc.

13.2 **The I.E.P. File**

- Only accessible to those individuals who provide direct services to a student. It contains data used in the development of the I.E.P. including interviews, classroom observations, academic scores and professional reports. It should be noted that much of this material is of a sensitive nature and therefore confidential.

13.3 **The Professional File**

- Only accessible to the professional. The file is kept under the physical supervision of the professional but is the property of the School Board. It contains, for example, test results, recommendations and follow-up notes.

N.B. According to the *Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information*⁵⁹, parents of minors or incapacitated adults are entitled to access the information contained in the cumulative and the I.E.P. files pertaining to their child. In addition, some, but not all documents in the professional file may be accessible. In conformity with the law mentioned above, parents wishing to access these files must make a written request to the Secretary General of the School Board.

14. Confidentiality

Everyone in the education process has the obligation to respect the confidentiality of information on students and their families.

Information on a student's progress or other concerns about a student are only to be discussed with people who are directly involved with the student.

The student files and all information contained in them are the property of the School Board.

15. Revision

Changes to this document will be made in consultation with the Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities and the School Board Parity Committee according to their mandates, as well as other groups including the Council of Commissionaires for its approval.

⁵⁹ [Act Respecting Access to Documents Held by Public Bodies and the Protection of Personal Information](#)

16. Mechanisms for Solving the Problems Raised by the Application of the Policy

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 School Board may request the Council of Commissioners to reconsider such decision⁶⁰.

17. Recourse

As outlined in the School Board's *Complaint Examination Procedures*⁶¹, students and parents may contact the Student Ombudsman as recourse once the procedures have been exhausted and the complainant is still not satisfied.

⁶⁰ [Québec Education Act](#), Section 9

⁶¹ [Complaint Examination Procedures](#)

Appendix I: DEFINITIONS

Adaptation

Adaptation involves making adjustments or changes to learning and evaluation situations without modifying what is evaluated. It can lead to a change in the way students with specific needs experience these situations or can affect the procedure to be followed or the way in which texts are presented visually, for example, using a more spacious layout. Adaptation gives students access to the adjustments or accommodations they are used to enjoying without changing the content of evaluation situations, evaluation criteria or requirements. Adaptation does not involve reducing the requirements or modifying what is evaluated.⁶²

Ad Hoc Committee

At the school level, the Ad Hoc Committee⁶³, ensures that cases are studied and that the progress of a student with a handicap, a social maladjustment or a learning difficulty is monitored.

Advisory Committee on Services for Students with Special Needs

The permanent Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities⁶⁴, advises the School Board on the organization of services and allocation of financial resources for students with special needs.

At-Risk Students

Refers to students at the preschool, elementary and secondary levels who present certain vulnerability factors that may affect their learning or behaviour, and who may therefore be at risk, especially of falling behind either academically or socially, unless there is timely intervention⁶⁵.

Codes for Students with Handicaps

A numerical system used by the *ministère de l'Éducation, du Loisir et du Sport (MELS)* to define the different categories of students with handicaps or severe behavioural disorders for funding purposes⁶⁶.

Competency

A competency is a set of behaviours based on the effective mobilization and use of a range of resources⁶⁷.

Criteria for Admission & Enrolment of Students

Regulations passed by the School Board outlining the conditions for a child's acceptance into one of the schools under the Central Québec School Board based on the Education Act and the School Board policy.

Differentiated Pedagogy

Differentiated pedagogy⁶⁸ is an approach, used by all teachers, that involves implementing a broad range of teaching, learning methods and evaluation procedures in order to enable students of different ages and aptitudes and with different competencies and skills to achieve common goals and, ultimately, educational success, through a variety of different paths.

⁶² [Considerations When Determining Adaptations for Evaluation Activities](#)

⁶³ [Teachers' Collective Agreement, 2010-2015](#), 8-9.06

⁶⁴ [Québec Education Act](#), Section 185

⁶⁵ [Organization of Educational Services](#) for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties

⁶⁶ [Organization of Educational Services](#) for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties

⁶⁷ [Québec Education Program](#), Chapter 1

⁶⁸ [Differentiated Evaluation: Main references in ministerial frameworks](#)

Difficulties

Difficulties are obstacles that prevent students from progressing in their learning. They may be related to the students' own characteristics or to the environment.

Disability

A reduction, limitation or disturbance of a person's ability to function normally at the intellectual, social or physical level as a result of impairment. A disability may be temporary or permanent, partial or total, and is generally diagnosed by a professional(s).

Early Intervention

Intervention, during the first years of school for students who show signs of difficulties, in order to find the approach best suited to their needs as quickly as possible. The school must take into account what has been achieved from the students' early childhood by the parents and the school's other partners, particularly early childhood centres and the health and social services network.

Education Act

Legislation enacted by the Québec Provincial Government that establishes the general rules and regulations governing all aspects of Québec's education system.

Governing Board

The Governing Board⁶⁹ is responsible for approving the approach put forward by the principal for the implementation of the special educational services programs prescribed by the Basic School Regulations and determined by the School Board, or provided for in an agreement entered into by the School Board.

Handicapped Student⁷⁰

A student whose overall functioning, as indicated in an evaluation carried out by a professional, is affected significantly from a physical, mental or social deficiency. This student is coded 14 to 99 in the *ministère de l'Éducation, du Loisir et du Sport* (MELS) coding system.

Individualized Education Plan (I.E.P.)

An Individualized Education Plan⁷¹ is a plan of coordinated actions established jointly by the people involved, including parents. Its purpose is to help a student who, because of a handicap or difficulties, needs adapted interventions in order to progress optimally in developing the competencies and knowledge required for success. An I.E.P. is part of a dynamic support process that takes place for and with the student. It is based on a systemic view of the student's situation, and is implemented using a solutions-centered approach.

Inclusion

Students with special needs should be integrated 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 students⁷².

Intersectorial Individualized Service Plan (Plan de services individualisé et intersectoriel (PSII))

An Intersectorial Individualized Service Plan is a coordinated plan organizing services and resources from the education, health and social services sectors.

⁶⁹ [Québec Education Act](#), Section 88

⁷⁰ [Teacher's Collective Agreement, 2010-2015](#), Appendix XXXI

⁷¹ [Individualized Education Plans: Helping Students Achieve Success](#)

⁷² [Québec Education Act](#), Section 235

MELS

Ministère de l'Éducation, du Loisir et du Sport.

Modification

Modification involves changes to learning and evaluation situations that actually modify competency evaluation criteria and requirements for students with specific needs. The level of difficulty of the evaluation situation is modified accordingly. An example would be assigning a student with specific needs an easier task or a situation that is different from that assigned to the group as a whole.⁷³

Remediation

As part of the teacher's workload, it is an intervention by the teacher with a student or a group of students to prevent problems or academic delays and to provide special support measures to students experiencing the same⁷⁴.

School Board Parity Committee

The board-level Parity Committee⁷⁵ dealing with students at-risk and students with handicaps, social maladjustments or learning difficulties, gives its view and recommendations on the organization of services and allocation of funds for students with special needs.

School Level Committee

The school-level committee⁷⁶ dealing with students at-risk and students with handicaps, social maladjustments or learning disabilities, informs the School Board Parity Committee of students' needs within the school, distributes allocated resources and evaluates the effectiveness of services offered at the school level.

Special Class

Class consisting of students who have been grouped together because of similar needs so that they can receive specially designed instruction. A special class⁷⁷ can be integrated in a regular school or a specialized school.

Student Ombudsman

Under the authority of the Council of Commissioners of the Central Québec School Board, the mandate of the Student Ombudsman is to treat complaints received from students and parents as provided for in the Education Act and the relevant regulations and in the By-law respecting the Complaint Examination Procedure as established by the Central Québec School Board.

Students with Special Needs

Students designated as having handicaps, social maladjustment, learning disabilities or any student that is considered to be at-risk⁷⁸.

TEVA - transition from school to working life

Acronym for the French Transition études/vie active, a long-term planning approach to facilitate the passage of a student from secondary school to adult life and thus ensure continuity between these two stages of life and maximize social participation.

⁷³ [Considerations When Determining Adaptations for Evaluation Activities](#)

⁷⁴ [Teacher's Collective Agreement, 2010-2015](#), 8-7.01

⁷⁵ [Teacher's Collective Agreement, 2010-2015](#), 8-9.02

⁷⁶ [Teacher's Collective Agreement, 2010-2015](#), 8-9.03

⁷⁷ [Teacher's Collective Agreement, 2010-2015](#), 8-4.00

⁷⁸ [Organization of Educational Services](#) for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties

Appendix II: REFERENCES

- *Act respecting access to documents held by public bodies and the protection of personal information, (R.S.Q., c. A-2.1)*
- *Act to secure the handicapped in the exercise of their rights with a view to achieving social, school and workplace integration (R.S.Q., c. E-20.1)*
- *Basic school regulation for preschool, elementary and secondary education (B.S.R.), R.S.Q., c. I-13.3, r. 8*
- *Charter of Human Rights and Freedoms (R.S.Q., c. C-12)*
- *Civil Code of Québec (S.Q., 1991, c.64)*
- *CPNCA, Classification Plan for Support Staff Positions: Technical and Paratechnical, Administrative, Labour, 2011*
- *CPNCA, Classification Plan for Professionals of English-Language School Boards, 2011*
- *Ministère de l'Éducation, Adapting our Schools to the Needs of all Students, Policy on Special Education, 1999*
- *Ministère de l'Éducation, Complementary Educational Services: Essential to Success, 2002*
- *Ministère de l'Éducation, Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans, 2004*
- *Ministère de l'Éducation, Learning Difficulties: Reference Framework for Intervention, 2003*
- *Ministère de l'Éducation, du Loisir et du Sport, Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties, 2006*
- *Ministère de l'Éducation, du Loisir et du Sport, Policy Development Guide: Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties, 2007*
- *Ministère de l'Éducation, du Loisir et du Sport, Québec Education Program, 2001*
- *Québec Education Act (E.A.), R.S.Q. , c. I-13.3*
- *The Teachers' Collective Agreement in force*

Appendix III: Committees on Services to Handicapped Students and Students with Social Maladjustments or Learning Disabilities

1. Advisory Committee on Services for Handicapped Students and Students with Social Maladjustments or Learning Disabilities⁷⁹

- **Composition of the Committee**

The Committee is composed of the following representatives who are nominated for a period of two years:

- Eight parents (maximum) of children with special needs nominated by the Parents Committee of the C.Q.S.B.;
- One teacher representative, one non-teaching professional and one member from the support staff

designated by the association which represents them at the School Board and chosen from among those providing direct services to students with special needs;

- Representatives of bodies which provide services to students with special needs as designated by the Council of Commissioners after consulting with those bodies;
- One school principal designated by the Director General;
- The Director General or his representative.

The Council of Commissioners shall determine the number of representatives from each group.

The parent representatives shall constitute the majority of the members of the Committee.

- **Responsibilities of the Committee**

The Education Act entrusts two main responsibilities of the committee:

- To advise the School Board on a *Policy for the organization of educational services for handicapped students and students with social maladjustments or learning disabilities*;
- To advise the School Board on the allocation of financial resources for services intended for these 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.

⁷⁹ [Quebec Education Act](#), Section 185

2. School Board Parity Committee⁸⁰

The School Board and the union shall establish a parity committee.

- **Composition of the Committee**

The committee is composed of the following representatives who are nominated for a period of three years:

- 14 members: seven School Board representatives including one commissioner, and seven teachers;
- The committee may call upon representatives of other categories of employment to take part in the discussions.

- **Responsibilities of the Committee**

The committee's mandate shall be:

- To give its view on the *Policy on the Organization of Educational Services for Students with Handicaps, Social Maladjustments or Learning Disabilities* 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;
- 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;
- To give its view on the services to be offered at the board level;
- To verify all the resources available for handicapped students and students with social maladjustments or learning disabilities;
- To determine the criteria for the allocation of resources to schools according to the policy in effect at the board;
- To analyze requests from schools in relation to the allocation criteria established;
- Based on total available resources, to recommend to the Board:
 - The allocation of resources among the schools;
 - The portion of resources to be allocated as compensation as a result of the weighting of certain students with special needs to be paid or, where applicable, to be included in the school's budget;
 - The reserve to be maintained for additional services that will be determined during the following year;
 - To receive and study the reports prepared by the School Level Committees and to make the recommendations it deems appropriate.

⁸⁰ [Teachers' Collective Agreement, 2010-2015](#), 8-9.02

3. School Level Committee⁸¹

A committee composed of teachers and of the school administration shall be set up in each school.

The committee's mandate shall be:

- To take into account the criteria defined by the School Board Parity Committee, 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;
- To inform the parity committee of the resources prescribed in the preceding sub clause, no later than April 1 or at another date that the board determines;
- To distribute the resources allocated to the school as well as the additional services to be determined during the year and to define the conditions of access to services;
- To periodically assess the effectiveness of the way the services have been organized and make changes if necessary;
- To report to the School Board Parity Committee on the allocation of resources.

In carrying out its mandate, the committee shall take into account the recommendations formulated by the other categories of personnel in the school. Also, it shall take into account, where applicable, the school organization plan. The committee may call upon a member of the professional or support staff working regularly with at-risk students or students with handicaps, social maladjustments or learning difficulties to take part in the discussions.

4. Ad Hoc Committee⁸²

A committee set up by the school principal to ensure that teacher requests regarding identifying and supporting students with special needs are studied and monitored. It is made up of a representative of the school administration, the teacher or teachers concerned and, at the committee's request, a professional. The committee shall invite parents to attend committee meetings. However, the fact that the parents do not attend a meeting shall neither impede nor prevent the committee from carrying out its work.

The committee's mandate shall be:

- To study each case submitted, and where applicable, make recommendations to the teacher on other intervention measures to be carried out immediately;
- To request, if the committee deems it necessary, pertinent evaluations from the competent personnel;
- To obtain, as soon as possible, the evaluations;
- To make recommendations to the school principal on the services to be set up by the School Board Parity Committee and the School Level Committee;
- To assist the principal in establishing an Individualized Education Plan by making appropriate recommendations;
- To oversee the implementation of the measures adopted concerning the Individualized Education Plan, its follow-up and its periodic review.

LEARNING FOR ALL

⁸¹ [Teachers' Collective Agreement, 2010-2015](#), 8-9.03

⁸² [Teachers' Collective Agreement, 2010-2015](#), 8-9.06