

Thank you very much to all those who attended our Parent to Parent Information Night on Transitioning your Child with Special Needs to High School in April 2017.

The following document is a list of compiled questions and their respective answers received. Should you still have questions please direct them to snac@lbpearson.ca and we will be happy to get them answered for you.

1. Can you explain more about the articulation meetings that take place. Who is involved in these meetings, when and where do they happen? Are parents involved?

Articulation meetings take place at the school to school level in June. The grade 6 staff members will be in contact with the incoming high school regarding the needs of the graduating student. There are specific forms that are filled out to better prepare the high school for the incoming student. Parents are not typically involved in this process.

2. How long does technology take to transfer from elementary to high school?

Technology from each school is returned to the SSD department at the end of June - unless it has been predetermined that the technology will remain with the student during the summer. Technology reps are responsible for bringing the technology to the designated school at the end of August for the new school year. Please note, changing school boards can make the transfer take a bit longer, however since the technology is assigned to the student it will get transferred.

3. Should this be the first technology request how long does that take?

Applications for technology grants are reviewed as they come in throughout the year as they are a case by case basis. If the technology is already in the school board it could be a few weeks, if it needs to be purchased, it would take longer.

4. Are there IEP meetings in high school that parents can attend so they are a part of the process?

Yes, in high school parents can request at any time to meet with resource staff to go over an IEP and the needs of the child. You would contact the resource department in the high school to set up this meeting. Communication will often be made via emails or phone conversations, unless otherwise requested. Similar to elementary school, it is recommended that parents be a

part of the IEP process, however schools will not deny services to a student if an IEP has not been signed by parents.

5. Will high school have an IEP similar to elementary school? When will we see our first IEP in high school?

The first set of IEPs are sent home mid October for both elementary and high school. The layout to the high school IEP was actually in the process of being changed in 2016-2017 academic year to look more like the elementary IEP. This school year all high school IEPs will have this new look. This year it will also write under the communications with home section not only when these contacts were made, but what type of communication (in person, phone, email etc.) Also it will state on the first page if the student is following an adapted program or a modified program.

6. Special Needs Consultants, what is your role in the articulation meetings?

Articulation meetings are held with the sending school staff (Gr 6) to the receiving school staff (Gr 7). The special needs consultants are often called on to attend part of the articulation meeting where students with special needs are being discussed.

7. Do special needs consultants focus only on the students with higher needs? How do you choose the criteria of which students to work with?

Special needs consultants do not work directly with students. They provide support to school resource teams by helping teachers and paraprofessionals use inclusive education strategies in the classroom. They apply their knowledge of the curriculum from Kindergarten through Secondary V as well lend their expertise about special needs to assist schools in the development of appropriate materials and to plan effective interventions. They work closely with resource teams to engage in solution-focused problem solving and assist in the organization of services for students with special needs. Consultants also develop and deliver workshops and other professional development activities for educators working within LBPSB.

8. Do the high school teachers implement the grade 6 IEP at the beginning of Grade 7 until the new IEP is in place?

It is our belief the Grade 6 IEP would be used as a guide in creating the term 1 Grade 7 IEP. We would recommend that parents reach out to the high school resource team to gently remind them of the most pressing concerns as the year begins. IEP release days are often set at the

end of September or beginning of October. You will often see your first IEP around the same week as the interim report card which comes in mid October.

9. At the age of 15 is a child able to say no to attending a WOTP?

Generally, if a student isn't in agreement with a WOTP placement, particularly if it requires a change of school, they try to respect their wishes. The school board is aware that without the student's engagement in the program, success in the WOTP could be more difficult. SNAC recently had a presentation by the Student Services Department (SSD) on WOTP. For more information on this topic, please see the following link on our website <http://snac.lbpsb.qc.ca/eng/WOTP/page.asp>

10. Is FSL (French as a second language) a course in the WOTP?

Yes, French is part of the WOTP curriculum. For Pre-work, students must complete 50 hours of French in Year 1 and Year 2, totalling 100 hours. In the Semi-Skill program, they complete 100 hours during the year, as well.

11. Does every high school have a planning room?

Yes, every high school has a planning room.

12. How do you get the exemption for french?

Students with special needs are not automatically exempted from passing a course, such as Secondary 5 French. The exemption process is one that requires a high school to collect supporting documentation over an extended period of time that attests to the support measures in place to assist the student and evidence of the student's incapacity to acquire the necessary learning in the subject. For students seeking admission to a Vocational Training Program, the request for an exemption may be submitted to the Ministry when the student is in Secondary 4. In the case of a student seeking to obtain a Secondary School Diploma, the application is submitted when the student is in Secondary 5. More information about this topic is available at <http://www.education.gouv.qc.ca/en/references/publications/results/detail/article/administrative-guide-for-the-certification-of-studies-and-management-of-ministerial-examinations-g-1/>

13. Can you explain the difference between the co op programs and the life programs?

Both the Co-op and LIFE program are TEVA programs (Transition Ecole Vie Active / Transition from School to Adult Living).

CO-OP Program (Co-operative Education program)

The Co-op program is designed for students between the ages of 18-21 with developmental delays. This is time of a transition for these young adults to move from a secondary school environment into the world of adulthood with increased autonomy and independence. This program operates within a CEGEP milieu, thereby affording continued learning and socialization experiences with students of the same age.

This is a three-year program that is overseen by the Student Services Department and staffed by teachers and educators of the Lester B. Pearson School Board. The program is housed in three locations, John Abbott College, Lakeside Academy and Light a Dream store.

Students come to the co-op program from within the LBPSB High School network and are referred by school resource teams. Students' profile and needs are varied, however, what they share is a common desire to be a part of the CEGEP life that their peers experience.

Students participating in the co-op program are expected to be autonomous in their ability to travel to school and to work. They also are able to work independently without ongoing supervision.

All students have a TEVA Individual Education Plan (IEP) and follow individualized objectives based on ability and interest level. Regular contact is maintained between the staff, students, and families throughout the program.

Every June, an information evening is organized for the parents of incoming students. Each Spring, an information session is held with families to assist them with the transition from school life to work life, as several of the young adults will go on to gainful employment or participate in programs offered through Health and Social Services.

The program has 4 components:

- Academics (Literacy, Mathematics, and current events, with a focus of life skill development)
- Work Experiences (at Light a Dream as well as local businesses)
- Campus integration into CEGEP life (participation in classes and social events)

- Social and cultural activities (outings with staff and program alumni)

LIFE Program (Learning Independence through Functional Education)

The Life Program is three year program (18-21) similar in many ways to Co-op. It is housed at Lindsay Place HS. It is under the umbrella of Horizon High School (as is CO-OP), but admission/referrals are done through SSD. Students are also referred by school resource teams. All students have a TEVA IEP and TEVA Report card (again, similar to Co-op)

Primary components of the LIFE program:

- Daily living skills
- Functional communication
- Functional math skills
- Work skills
- Leisure community awareness

The LIFE program is run by a teacher, special education technician and an integration aide. It is supported by a special needs consultant, Horizon VP, Work placement consultant, and other professionals as needed.

LIFE students require supervision during work placements, and are not able to travel independently using public transportation.

THANK YOU to everyone who submitted questions.

Should you have anymore please email them into snac@lbpearson.ca and we will be sure to get them answered for you and added to this list.

Updated October 18, 2017