



**LBPSB Special Needs Policy Review: Initial Feedback from SNAC**  
April 17, 2012

Mrs. Judy Kelley  
Commissioner; Chair, Special Needs Policy Review Subcommittee  
Lester B. Pearson School Board

Dear Mrs. Kelley,

On behalf of the Special Needs Advisory Committee please find below our initial comments and/or suggestions regarding the LBPSB Special Needs Policy Review.

Thank you for the opportunity to participate in the review of this very important policy. We look forward to meeting with you again as the policy development progresses.

Respectfully,

Sandra Buckingham and Barbara Schnider  
Chair and Vice-Chair, Special Needs Advisory Committee, LBPSB

CC: S. Balleine, C. Finn, C. Fuzessy, N. Beaton, D. Olivenstein, J. Zemanovich, LBPSB  
CC: Special Needs Advisory Committee, LBPSB

**\*\*NOTE:** Please see links below to Reference documents.

- 1) Format of the Policy Document:
  - a) Needs a linkable Table of Contents to easily navigate to items of interest.
  - b) In response to question re: rather certain items should be broken out into another doc: Suggest to add Appendices at the end for documents that are not likely to change; Refer to a separate GUIDE which provides links to documents that are likely to change.
  - c) It is difficult to find the policy on the LBPSB website. Suggest to include a link under both Student Services and SNAC, as well in the general "policies" area.
  
- 2) Tone and Writing Style:
  - a) Should be casual and easy-to-read; this audience does not have a lot of time to decipher legal jargon. Eg: SWLSB is written in an overly-formal writing style ("shall"...); LBPSB is short, incomplete, less detailed, with few specifics and examples. York Ontario is excessively long, and quite formal. Central Quebec is simple, straight-forward and easy to understand, and is a good example to emulate.
  - b) Should be overtly parent-friendly and include specific phrases to that effect. [Eg.: Central Quebec 5.3.2, 5.3.3 ]
  - c) Favours inclusion [mentioned in LBPSB; well said in Central Quebec 6.3 and "Methods of Integration" section 12 –Intro paragraph]
  
- 3) Content of the Policy: removals
  - a) In-school IEP – discussed in SWLSB and Central Quebec School Board; not mentioned in LBPSB, but refers to IEPs for At-Risk students that are created at a school level. There was some concern that these "At Risk" IEPs created at the school level are not always well communicated with the Student Services Dept, and that it is very important to do so on a regular basis. [Important for planning purposes, since some students may become coded in future. Also important for statistical and funding purposes]. Suggest to add this as a requirement in the policy.
  - b) SWLSB has a TIIP (Teacher Initiated Intervention Plan) and a BIP (Behaviour Intervention Plan) – probably unnecessary, can all be included into one global social/academic IEP plan. Although some concern was expressed that certain LBPSB schools are IEP-heavy, it was discussed that short-term IEPs can be used for cases requiring short-term Crisis Intervention (such as for a student dealing with the loss of a family member).



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- 4) Content of the Policy: additions
  - a) Definition of the role of an “Integration Aide/Attendant” is missing from the LBPSB policy. [We have asked the IASS representative to SNAC to provide suggested wording.]
  - b) Add description of the role of the Central/school Parity committees, and associated deadlines for action [Teacher’s Collective Agreement 2010-2015, Sections 8-9.01 – 8-9.06].
  - c) Parent’s should be made aware of their child’s code.[Eg. Central Quebec: section 15.4.7]
  - d) Confidentiality: It should be made very clear that parents have the right to look at and request a copy of their child’s confidential file, both at the school-level and school board level. Indicate that the school board is not permitted to photocopy parts of a file, so parents must be made aware that they need to provide individual copies to resource team members. Improve wording regarding role-specific access to the confidential file [who can access which parts of the file].
  - e) Stress the importance of working with outside partners [Eg. Central Quebec: 5.3.4]
  - f) Stress focus on Early-Intervention [Eg. Central Quebec 6.1; refer also to SNAC Budget Response for 2012-2013]
  - g) Add more specific examples, such as more detailed list of available support measures and teacher support services [Eg. Central Quebec: section 13.4; SWLSB sec 12.0]
  - h) Add information and examples of LBPSB specialised schools and programs, such as Jubilee, REACH, LIFE, etc (subject to budget availability).
  - i) Sensitization of mainstream students to issues and considerations with respect to students in their classroom with Special Needs. [Central Quebec 13.4, last point]. Suggest to add requirement for Teachers or Student Services Professionals to visit classrooms once per school year.
  - j) Add description of the “Record of Teacher’s Strategies” approach that is used by LBPSB now, as a first step prior to the creation of an IEP.
  - k) Add roles & responsibilities of parents; Stress the importance of parental involvement in the IEP process [Eg. SWLSB sections 11.1 - 11.8]
  - l) Suggest modification of the Student Registration form(s) to specifically request that parents alert the school about any S.N. dietary restrictions (Eg: Gluten-Free/Dairy-Free or Feingold diet).
  - m) Add discussion on Evaluation Options: outline options such as modification and/or support during exams. [Eg. SWLSB sections 13.1 and 13.2]
  - n) Add discussion on Certification Options: options for graduation, such as Alternate Pathways. [Eg. SWLSB section 13.3]
  - o) Add specific dates/timeline for completing various action items; LBPSB currently very broad [summarizes timeline over several months]. Parents would like to see various steps taken sooner, such as assignment of Aides prior to school start in the fall; meetings with resource teams for initial IEP meetings prior to school starting in the fall. [refer to SNAC Budget Consultation Response 2012-2013].
  - p) Increase focus on both social and academic integration. Make best efforts for inclusion in all aspects of school life, including extra-curricular activities and special events at school. [see Central School Board section 12.4, point#6]
  - q) Add specific measures regarding continuity of services during the Transition to High School [eg: Central Quebec, section 16] as well as transition to Cegep or transition to independence/work life.
  - r) Add specific measures regarding the requirement for a Transition Plan for students with ASD, including transitions from activity to activity, period to period, class to class [Eg: York Ontario, page B-11, first paragraph] For example, establish a Peer Mentoring Program or buddy system.
  - s) Requirement for specific consideration of Students with Special Needs by Governing Boards when reviewing various policies including the School’s Strategic Plan, rules of Conduct and Safety, as well as in the planning of supervision ratios for Field Trips. [Central Quebec, 12.5]
  - t) Consulting SNAC:
    - a. If the school board is unable to service a student’s needs, they will enter into an agreement with another institution, and agree to transfer all relevant student files, after consulting with both the student’s parents and SNAC. [Central Quebec section 18.8, last point]
    - b. Changes to the S.N Policy require consultation with SNAC [Central Quebec, final note after section 21]



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5) Miscellaneous discussion points:

- a) There is a need for increased communication with parents of S.N students, outside of the IEP process. Suggest the creation of a “Behaviour Report Form” to notify parents within 48 hours in writing whenever:
- a child has been repeatedly reprimanded/given a time-out/punished;
  - a child has been physically restrained;
  - a child has gone missing for a period of time;
  - a child has been the object of bullying at school;
  - a child has been left out of any major school activity (eg: assembly; field trip).

While it is understood that writing a report is beyond the mandate of support staff, they can inform the teacher of such an occurrence. A copy of the report should be placed in the student’s confidential file, and members of the Resource Team should be alerted.

- b) There is a need for the sharing of best practices and successful approaches to improve consistency of service throughout the board, which currently varies greatly from school to school. Suggest the creation of “Best Practices” template documents as a means of regular communication between Administrators. [refer to SNAC Budget Consultation Response 2012-2013]
- c) We would like to stress the need for creating partnerships with the appropriate unions (teachers, support staff) to express the importance of the following:
- Allocation of integration aides earlier in the year, once enrollment is known in the Spring, so that they are already in place when the school starts in the Fall;
  - Schedule meetings between parents/student/resource team in the late summer, before school begins in the fall, to ensure that the support staff is informed of the student’s development over the summer.
  - Training of Teaching personnel in appropriate, successful techniques. Suggest discussions with PTU to establish regular, mandatory training of Teachers.
- d) Discussion regarding different inclusion models [Eg. York Ontario “Placement Options”, pages B12-B17]. What is LBPSB view of inclusion for the future? If the motto will continue to be “Inclusion and Success for All”, that should be stressed. [Central Quebec, Section 4.2 “Policy on Special Education”.]

FILE ATTACHMENTS: the following documents provide a summary of issues of importance to SNAC:

- 1) SNAC Priorities List 2011-2012
- 2) SNAC Response to 2012-2013 Budget Consultation

REFERENCE DOCUMENTS:

- 1) Lester B. Pearson School Board (LBPSB) S. N Policy:  
[http://www2.lbpsb.qc.ca/eng/pdf/policies/SpecialNeedsPolicy\\_3.5.pdf](http://www2.lbpsb.qc.ca/eng/pdf/policies/SpecialNeedsPolicy_3.5.pdf)
- 2) Sir Wilfred Laurier School Board (SWLSB) S.N. Policy:  
<http://www.swlauriersb.qc.ca/docs/policies/2005-ED-06%20-%20Special%20Ed%20-%20Revision%202010-06-23-final.pdf>
- 3) Central Quebec School Board S.N Policy:  
<http://www.cqsb.qc.ca/Documents/Anglais/School%20Board/Secretary%20General/Policies/ORGANIZATION%20OF%20EDUCATIONAL%20SERVICES%20FOR%20STUDENTS%20WITH%20HANDICAPS%20AND%20LEARNING%20DELAYS%20ENG%20%20.pdf>
- 4) York Ontario Region District School Board “Special Education Plan”:  
<http://www.yrdsb.edu.on.ca/pdfs/w/schools/speced/SC-speciaeducationplan.pdf>
- 5) Entente between CPNCA and QPAT: Teacher’s Collective Agreement 2010 – 2015:  
<http://www.cpn.gouv.qc.ca/index.php?id=263&L=1> [download the first pdf file]
  - a. Sections specific to Special Needs: pages 101-105;
  - b. Appendices: XIX (p194); XXIV (p201); XXVIII (p207); XXIX (p208); XXX (p209); XXXII (p217); XXXI (p210-216)