

SNAC Special Needs Advisory Committee

According to the Education Act, Sections 185-187: “Every school board shall establish an advisory committee on services for handicapped students and students with social maladjustments or learning disabilities”. (SNAC)

The committee is composed of:

- Parents of students concerned constitute the majority of the voting members
- Representative of teachers
- Representatives of non-teaching professional staff
- Representatives of support staff
- Representatives of community organizations who provide services to these students
- A school principal
- The Director General or his/her representative

The role of this committee is to:

- Advise the school board on a policy for the organization of educational services for students with special needs
- Advise on the allocation of financial resources to the services intended for these students
- May advise on the implementation of an IEP

While SNAC does not deal with individual issues, parents of children with special needs are welcome to attend the monthly meetings.

RESOURCES

The Resource/Ad Hoc Team is a school-based, problem solving team which acts as a support network for the classroom teacher, developing action plans to accommodate special needs.

The school team working with your child will include the classroom teacher and may include a resource teacher, psychologist, speech and language specialist, occupational therapist, integration aide or technician, among others.

The composition of the team relates to the needs of the student.

It must be emphasized that any concerns with regard to a student with special needs must first and foremost be addressed at the school level either with the Teacher, with the Principal or with the whole team that works with the student. Should additional assistance be required to find a solution, the Regional Director of schools or the Director of Student Services may be involved.

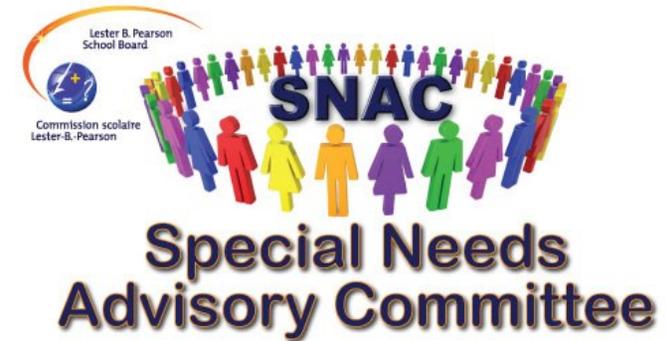
Lester B. Pearson School Board
Special Needs Advisory Committee (SNAC)

1925 Brookdale Avenue
Dorval, QC
H9P 2Y7

Please visit the SNAC website for links of interest, or contact us:

Website: <http://snac.lbpsb.qc.ca>
Email: snac@lbpearson.qc.ca

Revised: June 2013



Students With Special Needs

*Some answers
to your questions...*

*Produced in collaboration with the
Lester B. Pearson School Board
Special Needs Advisory Committee (SNAC)*

Website: <http://snac.lbpsb.qc.ca>
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SPECIAL NEEDS POLICY STATEMENT

The Lester B. Pearson School Board is committed to providing schooling for all students, where each student is encouraged to maximize his/her full potential. Within this context, the Board will enable the development and implementation of an Individual Education Plan (IEP) for each student with special needs as indicated in Article 235 of the Education Act.

Students with special needs will normally attend a community school. Within that school they will be members of regular classes, receiving support services as indicated by their IEP.

In exceptional circumstances and in accordance with the provisions of Article 235 of the Education Act where the specific needs of a student are such that they cannot be met within the regular school setting, the Lester B. Pearson School Board will consider an alternative placement in keeping with the individual needs and abilities of the student, as evaluated. This alternative placement will be considered in consultation with the parents/guardians and the student, where appropriate.

Please refer to the LBPSB "Students with Special Needs: Policy on the Organization of Services"

<http://www.lbpsb.qc.ca>

under the "Policies and By-Laws" tab.

For more information on MELS special needs policy:

<http://www.mels.gouv.qc.ca/dgfi/das/orientations/pdf/19-7065-A.pdf>.

SPECIAL NEEDS IDENTIFICATION

The **Ministère de l'Éducation, du Loisir et du Sport (MELS)** defines students with special needs in one of two ways: "At Risk" and "Handicapped":

"At Risk" students experience difficulties due to:

- mild intellectual impairments,
- learning difficulties, or
- behaviour disorders.

"Handicapped" students have been identified with:

- moderate to severe intellectual impairments,
- severe language disorders,
- psychological disorders (such as anxiety or depression),
- sensory disabilities (hearing and sight),
- physical disabilities, or
- autism.

Identification of Special Needs can occur when the child enters the school system with the appropriate documentation (e.g. reports from medical or health care professionals) or can be initiated when the classroom teacher refers the student to the in-school Resource/Ad Hoc Team.

For statistical purposes, students are identified by the school board with a particular designation or code, which is kept strictly confidential. Additional funding is provided by MELS to the school board as a whole, based on these designations or codes so that the school board can provide or arrange for specialized support services. Coding is reviewed annually by MELS in order for the school board to receive funding.

THE INDIVIDUAL EDUCATION PLAN (IEP)

As prescribed in the Education Act Section 96.14, the principal must ensure that an IEP is established and adapted to the needs of the students with special needs.

An IEP is the result of systematic planning of intervention strategies required to meet the particular needs, both academic and social, of a student experiencing difficulties. It is a flexible, working document, which helps the school and parent/guardian plan for, monitor, evaluate and communicate the student's growth. The IEP is kept in the student's confidential file.

The development of the IEP is a team process, which involves the principal, the parents, the student (where appropriate) and the staff working with the student. An initial draft may be developed by the school team for discussion with the parent/guardian and student (where appropriate). The parent/guardian and student (where appropriate) are also encouraged to contribute to the content.

Although the principal is responsible for the periodic evaluation of the IEP, it may be coordinated by a key professional involved with the child (e.g. classroom teacher, resource teacher). Paraprofessional support staff working with the student should be involved in the process but may not act as coordinator.

An IEP may include:

- Strengths and needs of the student
- Short-term and long-term objectives
- How these objectives will be achieved (may be expressed as strategies/indicators/accommodations/support)
- Individuals responsible for the intervention strategies
- Periodic evaluation of the student's progress (at least once per reporting period)
- A minimum of ten documented contacts with parents. These may include progress reports, meetings, telephone or written contacts
- Home recommendations