



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

AN ENGLISH EDUCATION,
A BILINGUAL FUTURE

SCHOOL LEVEL SPECIAL NEEDS COMMITTEE

FUNCTIONS AND POWERS

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LAVAL – LAURENTIDES – LANAUDIÈRE

COMPOSITION OF THE SLSNC

- Three teachers (1,000 + students = 5 teachers) and one administrator (all voting members)
- In-school professionals and school staff members participate when invited by SLSNC
- Selection criteria determined prior to start of school year by Teacher Council
- Time recognized within 5-hours of Personal Presence in the calculations (8-6.06.4d): 60 minutes/5-day cycle, 72 minutes/6-day cycle 108 minutes/9-day cycle

SLSNC MANDATE (C8-9.05)

At the beginning of the year, ensure that teachers who have integrated identified students have received the information in 8-9.09 b.

Review school's previous year's data with a view to ensuring that the students concerned are continuing to receive appropriate services.

Establish a system for teachers to assess the support services that have been selected by the committee, including and not limited to support from remedial /supporting teachers (Annex 2).

Present to teacher council for approval the general criteria that the committee will utilize in determining the priority to be given to support requests.

Provide guidelines for the utilization of TIIPs that normally precede requests for support (Annex 3).

Create a tracking system of requests for services*. A list should include students' names, MEQ difficulty codes, whether there is an active IEP, what assessments were completed, services received etc.

***NOTE:** requests for Professional Services should take place at appropriate meetings e.g. IDT meetings, Ad Hoc, Case conferences with relevant professionals present. These requests should not formally be made at SLNSC meetings.

Process and Identification

What to do when a teacher detects a student who may have special education needs:

- Put into place a Teacher-Initiated Instruction Plan (TIIP) for a significant period of time (40 days for Behaviour Difficulties, 30 days for Learning Difficulties and Learning Disabilities or At-Risk Students). (Annex 3)*
- If the Teacher-Initiated Instruction Plan (TIIP) does not resolve the difficulties, place a written request to the Principal for any support services needed
- Request an **Ad Hoc Meeting** (details can be found under clause 8-9.08 of the Collective Agreement and the SWLSB Special Education Policy and Handbook of Procedures) to discuss the case of a student who potentially might have learning difficulties or a possible learning disability.

*In exceptional cases, the SLSNC can put into affect a structure by which to process request for student without waiting the 30/40 day period.

AD HOC Mandate (C8-9.08)

AD HOC INCLUDES

School administration (must) Teacher(s) concerned (must) Parents (must but, meeting can be held without them)
In-school professional(s) concerned (recommended) Special Education/School Climate Consultant (recommended)
Student (if it deems it necessary)

MANDATE

Study each case submitted

Request pertinent evaluations from in-school professionals

Obtain evaluation results as soon as possible

Make recommendations to principal on

- possible identification of students: at-risk students and students with handicaps, social maladjustments or learning difficulties
- Intervention measures
- services needed

Assist the principal in establishing an IEP

Oversee the implementation of the measures in the IEP

Ensure follow-up and periodic evaluation of the IEP.

AD HOC Mandate

The school principal may decide whether to act upon or reject the recommendations made by the AD HOC on the services and identification of the student within 15 working days of receiving the recommendation. (Clause 8-9.08 b)

If approval of recommendations:

- The measure comes into effect within 15 working days of the decision. (Clause 8-9.08 c)

If rejection of recommendations:

- The principal must state the reasons to the AD HOC within 15 working days of the decision. (Clause 8-9.08 d)

When does the meeting take place?:

Meetings will be scheduled by the administrator as per the collective agreements.

Base Allocation of Attendants / Special Education Technicians

School Board receives some MEQ funding

Parity Committee determines the criteria to distribute the allocation to schools

The distribution, use and assigning of hours to students is decided by each school's SLSNC, within its total allocated hours for its students (Note: Prioritizing those students with Handicap and Special Education Difficulty Codes.)

Additional financial support is distributed directly to schools via school based measures. Schools have direct control over these funds and how they are distributed.

School Administrators put into place a plan to ensure the equitable distribution of services to students taking into consideration the base parity allocation as well as the school-based funds they are scheduled to receive.

Schools are responsible for ensuring that the students with exceptionalities (coded and/or non-coded) are provided with the support they need from the start of the year through the combining of school board parity base funds as well as school measures.

Remedial Teachers (Parity - base allocation)

Elementary Level
100% and / or 50%

Supporting Teachers (Parity - base allocation)

Secondary Level
50% release of a teaching task

SLSNC Training

Virtual meeting at the start of the school year with the SLSNC Chairs

Teacher Council Mandate

- Determine the criteria for election of SLSNC members
 - Determine emphasis of support services and interventions
 - Approve the access to services plan drafted by SLSNC
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Providing support services for students and teachers

Teacher detects student with special education needs¹

Teacher initiates an intervention plan (TIIP) outlined on Parity Committee form

TIIP interventions resolves difficulties

- Process may be restarted at any time if difficulties re-emerge.
- Copy of the TIIP is placed on file with principal.

TIIP interventions does not resolve difficulties

- Teacher makes a written request for specific services to the principal.
- Requests are placed on file.
- Principal grants request within 10 days in

School-level support resolves difficulty

- Process may be restarted at any time if difficulties re-emerge

If difficulty persists, services continue.

8-9.06 requires teacher to put into place intervention measures for a significant period of time: at least 40 days for behavioural difficulties; learning disabilities or at-risk about a month, as determined by school's Special Needs Committee

Students with Handicaps

Students with Severe Behavioural Disorders

- Code 14 Severe behavioural disorders
- Code 23 Profound intellectual impairments
- Code 24 Moderate to severe intellectual impairments
- Code 33 Mild motor impairments
- Code 33 Organic impairments
- Code 34 Language disorders ☐ Social Communication Disorders
- Code 36 Severe motor impairments
- Code 42 Visual Impairments
- Code 44 Hearing Impairments
- Code 50 Pervasive developmental disorders
- Code 53 Psychopathological disorders
- Code 99 (Assigned temporarily until evaluations are concluded)
- Code 99 Permanent – (Assigned to students with special & extremely rare disorders)

*Organization of Educational Services for At-Risk Students and Students with Handicaps, Social Maladjustments or Learning Difficulties (MEQ Document)

"QAV/Validation" Changes

QAV/Validation is now referred to as student support forms.

- There is no longer a need to validate the codes with the ministry.
- Auditing from the ministry of education is no longer in place.
- Student support forms are reviewed by the in-school professionals depending on the student profile.

Process to receive a code (Internal only/as per the collective agreement):

- 1) Teacher identifies a student as possibly having the profile for one of the codes.
- 2) Teacher follows procedure for requesting additional support (TIIP Form etc)
- 3) Communication with the Principal (include SLSNC Chair)
- 4) Principal communicates with in-school professional
- 5) SLSNC keeps track of request for services and the opening and closing IEP's

ADDITIONAL PARITY ALLOCATION REQUEST

New procedure to Follow

For the current school year, the School Board Parity committee will only consider requests for additional services for student's that are new to our school board until October 31st. As of November 1st, requests for any student in your school can be made.

SLSNC Chairs and/or school Principals must submit their parity allocation request via an application called **Clevr**,

Form may be filled by either the SLSNC Chair or the Principal, the electronic approval of both parties will be requested.

Due to confidentiality purposes and the way the form is designed, Vice Principals do not have access to the Clevr app. This does not, however, prevent Vice-Principals from working with the School Chair or Principal to fill out the form.

Two video capsules may be consulted to help you with accessing and filling the form:

a. Information Resource's video on how to locate and open the Clevr app to access the form:
<https://web.microsoftstream.com/video/32bb210e-1e34-4ce1-b919-62b612f3f470>

b. Link to tutorial on filling out the form:
<https://web.microsoftstream.com/video/d9016c17-f55a-442b-be39-5ef332b215dd>

New Procedure for Referral to In-School Professionals

•1) Teacher completes **T.I.I.P** and submits to principal.

•2) **Meeting** of school team (**including relevant in school professionals**) is called to discuss referral i.e. case conference/ IDT meeting/ Ad-hoc (NOT SLSNC).

•3) Teacher completes **Request for Professional Services** form, if intervention is deemed necessary and submits to admin (as per Step 2).

• 4) Student is placed on **centralized wait list** by school admin (assisted by professional)

•5) **Once signed by Professional**, Parent(s)/Guardian(s) asked to sign **consent forms**.

IMPORTANT NOTES

- The SLSNC should use the agenda template provided
- The SLSNC should discuss topics located on the template
- The SLSNC is not the same as an IDT meeting.
- The SLSNC is a decision-making committee.
- All members are voting members
- A year-end report must be filled out by the SLSNC, a form will be provided to the schools.
- 7-10 meetings per year and as required as needs arise.
- SLSNC Meeting notes are to be made available to staff.

IMPORTANT NOTES

- The SLSNC does not assign specific attendants to students/Special Education Technicians (Behaviour Techs).
- The scheduling of the Attendants and Special Education techs are the responsibility of the principal.
- The SLSNC does not create the Attendant/Special Education schedules.
- The tasks of the attendants/Special Education are outlined in the SLSNC Binder.

Questions

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