

Access to information and communications technologies for students with handicaps, social maladjustments or learning difficulties



INFORMATION FOR PARENTS



What are the advantages of harmonizing these two MELS measures

- Provides a one-stop service outlet for students in the public school system, thus reducing the number of steps that students and their parents have to take.
- Relieves parents of the costs of having their children evaluated in the private sector, if necessary.
- Provides greater continuity in responding to students' special needs, ensuring that they are met at school and at home.
- Confirms the central role of the individualized education plan in identifying a student's special needs in the classroom and at home.

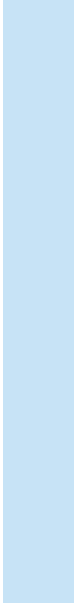


What's the reason for this change?

The purpose of this harmonization is to provide students with better-coordinated assistance and improved continuity between the help provided at school and work at home.

How can we get assistive technology?

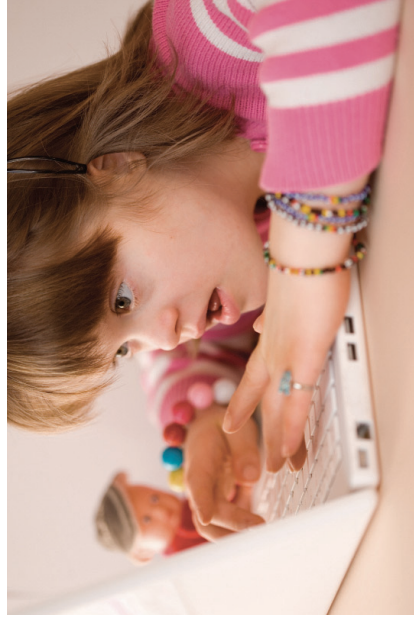
The student, his/her parents and the educators concerned draw up the individualized education plan, which includes an evaluation of the student's abilities and needs as well as an identification of the objectives and means to meet those needs. It is under the individualized education plan that assistive technology, if required, is provided to the student.



Harmonizing of MELS programs

Prior to 2011-2012, parents whose children's special needs limited their learning activities at home had to apply to *Aide financière aux études* to obtain the technological resources and materials needed for their children to do schoolwork at home.

Since June 2011, this assistance has been available from the school boards, as the budget envelope for the program was transferred to them. It is now part of the Improved Access to *Information and Communication Technologies program* (Measure 30810).



What are the eligibility criteria?

Students who have already received help from different members of the school staff and whose difficulties persist may be able to benefit from this support measure, under certain conditions:

- The school principal must have **already established an individualized education plan.**
- The assistive technologies must have been determined during the preparation of the **individualized education plan** and must be essential for the student to develop **his or her competence.**

Material selected as necessary to meet students' needs follows them throughout their schooling and is regularly re-evaluated in accordance with the evolution of their abilities and needs, as long as they attend a public school. The material is the property of the school board.

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