



March 23, 2017

Sharon Lingle Secretariat
Lester B. Pearson School Board
1925 Brookdale Avenue
Dorval, Québec H9P 2Y7

Subject: 2017-2018 Budget Consultation

Dear Ms. Lingle,

On behalf of the Special Needs Advisory Committee, please find attached our response in regard to the 2017-2018 Budget Consultation.

Thank you for the opportunity to participate in this consultation.

Respectfully,

Jennifer DiMarco
Chair, LBPSB Special Needs Advisory Committee, 2016-2017

CC:
Parents' Committee, LBPSB

SNAC Response to the 2017-2018 LBPSB Budget Consultation

Question 1: Please list additional services or orientations you would like to see offered by the school board.

- a)** Communication with parents of students with special needs during the registration process regarding the services available to them, to help them learn how to navigate the system; (pamphlet, information sessions).
- b)** Communication with parents of students with special needs well in advance of periods of transition (e.g.: Elementary to High School), so that parents are aware of the support options available and differences between each potential school/program, in order to aid with the selection process.
- In particular, it is requested that written documentation be provided on the LBPSB website that describes the appropriate student profiles for the REACH, LIFE, and other special programs, including the WOTP (Work Oriented Training Path).
 - In addition, when planning High School Open Houses, it is recommended that the Resource Room(s) be included on the school map, and be part of the official school tour, with access to resource team members to respond to questions.
- c)** Provide services to identify and support students with special needs as early as possible
- d)** Create partnerships with the appropriate unions (teachers, support staff) and governmental agencies 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;
 - Encourage schools to schedule meetings between parents/student/resource team/classroom teachers 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.

- Ensure continuity of services for students with special needs by minimizing changes in the support staff who are working with the student.
 - Create a mechanism to ensure continuity of services for students with special needs as they migrate from preschool to elementary to secondary to Cegep. Ensure that information regarding all aspects of the student's condition be forwarded in a timely manner, including transfer of medical information (with consent form), IEP and complementary service requirements.
- e)** Maintain or Increase the number of special needs professionals and para-professionals: Integration Aides, Special Ed Technicians, Occupational Therapists, Speech Therapists, etc... to meet the ever growing needs, and reduce waiting list times for evaluation.
- f)** Provide additional opportunities for specialized training for both teachers and support staff who work with students with special needs to keep up to date with the latest methods and practices, as well as assistive technology tools.
- g)** Encourage schools to implement a Peer Mentoring Program or Buddy System whereby students with special needs are paired up with senior students who can provide guidance.
- h)** Provide schools with funding specifically for additional support for students with learning disabilities and special needs.
- i)** Provide specialized training to Support Staff personnel (Daycare staff, recess/lunch supervisors) and to Bus Drivers regarding how to effectively deal with students with special needs.
- j)** Increase the funding of Human Rights Education initiatives, to better support the acceptance of diversity in all its forms (religious, cultural, physical, sexual, or neurological) within LBPSB community
- k)** Allocate enough budget for snow clearing and salting, so that all students (especially those with mobility issues) and staff can safely travel back and forth from our schools in winter.

Question 2: Do you have any suggestions to reallocate resources, increase revenues or decrease expenses or services?

- a) Provide additional funding for Teacher IEP Release Days.
- b) Provide additional funding to help at-risk students who are struggling but who may not yet have a diagnosis or who are in the process of being diagnosed.
- c) Share best practices and programs throughout the board: communicate successful special needs programs implemented in one school with all schools, to reduce overlaps in spending and make the most use of the finances in play.
- d) Allocate additional funding for educational, interactive web based programs that can be available for all students for home/school use - providing an additional resource for all students

Question 3: Do you have any suggestions regarding objectives, principles or criteria used to govern the allocation of funds?

Increase the **priority of the inclusion** of the growing number of special needs students throughout the board, and allocate more funds accordingly.

Question 4: With regard to communication and presentation of financial results, do you have any suggestions?

Provide a simplified infographic to clearly communicate how the funding for special needs students flows from MEESR to the board level to individual schools and programs.