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Special Needs Advisory Committee

Lester B. Pearson School Board

Minutes of the Virtual Meeting – February 17, 2021

Held at Lester B. Pearson School Board
1925 Brookdale, Dorval

In Attendance: Laurence Assouline, Lauren Broad, Jennifer DiMarco, Dyana Gampel, Christina George, Robert Gilmartin, Evelyne Hornblower, Randal Howarth, Franca Kesic, Susana Lazaro, Lisa Mancini, Sheila Moody, Danny Olivenstein, Kiley Philp, Kathy Robinson, Nora Salvaggio, Randi Spanier, Stéphanie Stever, Monique Thirlwell, Michelle Wilson, Danielle Laplante, Sandra Luther, Nathalie Allain

Regrets: Alexandra Desbiens-Leighton, Randall Howarth, Victoria Stuhec

No Reply:

Recording Secretary: Evelyne Hornblower

Observers: 3 members of the public were in attendance

Jennifer DiMarco called the virtual meeting to order at 6:31 pm

1.0 Special Presentation by Stephanie Stever

Educating Students with Special Needs a Portrait of the LBPSB 2020-2021

SNAC received a special presentation by Stéphanie Stever on Educating Students with Special Needs at LBPSB. It is a presentation that is presented annually to SNAC as it is most informative and helpful to the committee as questions of coding and support available come up often from the parent population.

Here are *some* highlights:

LBPSB Services to Students

- Teaching (Classroom teachers, resource teachers)
 - Differentiation in class, remedial & resource support
- Learning and Behaviour Support
 - Integration aide (in class)
 - Special education technician / social work technician
- Non-teaching professional services
 - Consultation, Assessment, Intervention

Organization of Services are based on:

- Student needs (not code)
- School Based Delivery Model
- Teamwork (School Resource Teams)
- Understanding that student needs & services change over time and context

Special Needs Identification Process - 3 steps

Step 1 School Level

- Student discussed at Resource Team meeting: reports already on file studied or referral for assessment made
- What are the student's difficulties? How do they affect school performance? What supports are needed?
- Decision to create an I.E.P.

Step 2 School Board Level

- Does the student meet criteria for identification? (Diagnosis/Limitations/Services)
- Review is done within Student Services Department (SSD) professionals
- Memo from SSD to the school clarifying students special needs identification

Step 3 Board and Ministry Levels

- Declaration of all students (count day is Sept 30)
- Declaration of IEP's, declaration of codes (ongoing transmission)
- Verification of sample of codes (normally November-June - cancelled for 2020-2022)

LBPSB has an inclusive approach

- Inclusion as a philosophy of belonging
- Services provided in the community school and classroom as much as possible
- Capacity building to meet all needs
- Groupings and programs where needed
 - In school groupings (alternative programs)
 - Board programs ex. WOTP, Horizon, Reach (K-2), Ed-Venture (16-21), Transitions etc.
 - With a goal is always to reintegrate to the regular classrooms

Useful acronyms :

SB: School Board

SN: Special Needs

EHDAA: Élèves handicapées ou ayant des difficultés d'apprentissage ou d'adaptation

IEP: Individualized Education Plan

MEQ: Ministère éducation du Québec

Quebec Policy on Special Education was updated last in (1999). Success for All via 6 pathways

- prevention & early intervention
- adapting services to the needs of students
- favoring inclusion / integration in natural environment
- creating community & enhancing partnerships
- assisting students "at risk"
- evaluating students educational success

A few years ago the Ministry decided that the focus should be on education success for all, 7 objectives were established as the system: Graduation and qualification, equity, prevention, language proficiency educational path, living environment.

There was an objective to reduce children repeating grades. Legal provisions of the education act must be a part of service delivery for every school board. These have to be updated. Our last update was in 2013. Inclusive education is a major part of the LBPSB plan.

At LBPSB we have a fully inclusive mindset and focus, it is a completely integrated approach. The services are within the community schools and are building capacity to meet the needs of all our students. There are specialised programs at times but the goal is always to ensure that the students are fully integrated in the actual classes. There are alternative paths available such as WOTP, Horizon, REACH, Ed-venture, Transitions offering Life skills programs. The model of organisation of services are re-organising the delivery based on student needs as well as the school needs. The funding is allocated with the coding but the allocation of the resources are done with the school resources. Teamwork is a big part of the strategies implemented, nothing is static and every decision is dynamic based on the needs of the individuals.

The delivery of services are through School, Board, Community outreach.

Centres of excellence which are housed in LBPSB are Autism Spectrum Disorder and Mental Health. There are 4 others in Quebec: Behaviour management, Learning disabilities, Speech and language development and intellectual and multiple disabilities.

Research team model makes us unique, as we are inclusive, all of the professionals are present in every school, and the people are there to collaborate and communicate. Rich discussions and intervention services can be established. Solution focused approach is what is looked at.

Questions session 1:

Q1: Where is the Ed Venture Program housed? It is new this year?

R1: It is currently located in the Lindsay Place building. It will run out of the Horizon building in 2021.

Q2: How are children assessed? and is there a follow up assessment for coding?

R2: Based on need through the variety of specialists. For reassessment, it depends, if the portrait is changing they may be reassessed, it is case specific.

Q3: Is it requested that the children get an updated assessment prior to CEGEP? Are there IEPs in Cegep?

R3: The CEGEP does not run the same way , as it is adult ed, the student will advocate for themselves based on need. Yes you can be on an IEP in high school and go to CEGEP if you completed your high school leaving certificate. If there is a great regression or difficulty and there is a need to re-evaluate - you may. Similarly, if there is a large advancement that you wish to show, you may choose to update the evaluation to reflect current needs - however not a requirement for most diagnoses. Again, individual basis . For CEGEP the request for support needs to be requested prior to June. Parents may attend the first meetings with the student, should the student agree, but the parent may not advocate on behalf of the student, which is why it is important to teach your children about their diagnosis and their needs and how to self advocate. Some possible accommodations are - request additional time, quiet room, adapted locker area, pre registration of courses, note taker etc. Like elementary and high school it is based on diagnosis and need with the disability office.

Special Presentation 2 : Budget and Funding

SNAC received a special budget presentation by Stephanie Stever - with the support of Danielle Laplante the new Director of Financial Services of LBPSB.

Budget and Funding:

Budget Preparation is a dynamic process that is constantly being monitored. Preliminary budget for the regions and the schools as well as the data projections. This is consolidated with the actual seats on September 30th. Budgets preliminary based on actual enrolment. Budgets must be constructed on projections.

Youth sector is based on the revenue and expenses as well as the teacher envelope. When planning for teachers it is done with median salaries (estimated) based on previous enrolment. Expenses are teacher salaries, professionals , attendants (aids)..etc.

Adult Sector is based on FTE = 900 hours, function of HR teaching, material, school organisation and support resources. FTE

Expenses are teacher salaries, professionals , attendants (aids)...etc.

Vocational sector is different looking at the amount of the FTE's = 900hrs, function of HR, material, school organisation, support resources and MAO consumables, specific grants, expenses remain similar.

Revenues

1. Support to the student success
2. Complementary success: including at risk students and underprivileged areas
3. Regional schools and small schools (less than 100)

Expenses

1. Salaries and material funded by the grants
2. Salaries for resource teachers, professionals, integration aids and spec aid techs funded by the grants

Organisation of services and other revenues. Monies coming in and debt adjustments, there are recurring negative adjustments yearly 8.5M\$, and per COVID there are impacts for the sections in the revenues. During the shutdown of COVID there was a growing deficit as the fees for daycare did not come in. This year a lot of rentals were not made.

Other revenues such as school taxes. transportation (grant non-transferable) are there. The expenses extend on many items.

Capital budgets are non transferable to the operations budget.

Last year the budget was:

Revenues:

	Amount
MEES Operating Grants	\$ 206 862 747
School Taxes (variable leeway)	\$ 63 911 102
Other Operating Revenue	\$ 25 955 171
Transportation	\$ 5 618 528
TOTAL	\$ 302 347 548

Our expenses last year were:

Expenses:

Activity	Amount
Teaching Services	\$ 145 825 954
Educational Support	\$ 75 980 954
Transportation	\$ 12 250 289
Administrative Services	\$ 13 139 808
Extracurricular Activities(includes daycare activities)	\$ 13 988 392
Maintenance and Catering	\$ 17 057 996
Energy	\$ 4 379 358
Amortisation Property and Equipment	\$ 14 932 233
Subsidised Schools for Public Interest	\$ 11 261 238
Other	\$ 1 489 728
TOTAL	\$ 310 305 000

Complementary services:

Grants 2019-2020	Grant #	
Integration in regular classes for handicapped students	15310	\$ 1 389 659
IEP teachers release	15320	\$ 118 022
At risk students and underprivileged areas	15331	\$ 16 677 395
Additional resources at risk, handicapped, particular needs	15332	
Elementary remedial teachers		\$ 1 045 835
Secondary remedial teachers		\$ 1 053 321
Professional and support staff		\$ 687 603
Additional resource handicapped students with behavior issues	15333	\$ 15 015 509
Support to development project	15351	\$ 64 656
MEQ MSSS	15360	\$ 549 428
Professional in support to student success	15370	\$ 2 675 361
Scholarship fees <<hors reseau>>	30120	\$ 11 237 969
Portion of Negative adjustments to budget		(\$ 2 821 192)
TOTAL		\$ 47 693 556

Questions

Q1: Is funding for Elementary and Secondary students the same? Have heard teachers stating that there is less funding per secondary child.

R1: The funding is the same for the children. It may be due to COVID and not necessarily the same.

Q2: Was told that in HS no integration aids are available, is this across the board?

R2: No this is not the case, it is looked at on an individual basis. The goal is for them to become more independent.

Q3: Is there more money in mental health this year?

R3: Not necessarily more money specifically for psychologists. We have made the decision to always include the mental wellness specialists as part of the team. We have a certain amount of funding, and we often spend more than the funding. The difficulty now is finding the specialists right now. We are graduating the professionals now that would have graduated last June because they needed to complete a certain amount of hours.

Q4: Question in special needs training for daycare staff and bus drivers.

R4: There is no mandated budget for it, however LBPSB includes all players in the professional development to have a more coherent approach. There is a special training project with the center of excellence for mental health and also with our trauma informed pedagogical practices being implemented at this time for daycare techs and educators in order to adopt positive practices in line with our objectives. Due to COVID, the bus drivers training is on hold. There was a date set last year, but it was cancelled. It was fully organized, but had to be cancelled due to COVID last year. There is such a large turnover of drivers this year, so it is on hold, but this is something that will be addressed.

Q5: Wondering about professional development of the support staff that is non permanent staff. Some staff are part time and not being offered the PD. Is there a way this can be fit into the budget. Example in one school there are 2 full time integration aides who receive the PD but the other 7 integration aides who are part time do not. Should we not train all staff members equally? .Could this be a part of the budget?

R5: It is not part of the budget because this year due to covid it is replacements of replacements of replacements due to exceptions or leaves. Replacement budgets are not there. However it must be a miscommunication in HR as all employees - integration aides and spec ed techs - should be able to have access to the workshops. We are specifically trying to target support staff with PD opportunities on the new extra ped days. We will look into it.

Q6: I want to double check that the money that is provided from the ministry for coded children goes to the board who then allocates the resulting resources/services to the schools (based on needs) and then the principal allocates it (again based on needs). Often parents misunderstand and think that the child would get services based on how much money they brought in for their code.

R6: That is correct. There is a minimal amount of services per week required. So the funding for a special needs child with Code 50 (autism) then a minimum of 10 hours of direct services per week, by an integration aide, professional consultant, resource teacher etc. For many students we provide a larger array of supports. Minimum of 2 hours a week for children with other numerical codes. Difference between intense sustained services with a handicapped code of 50 or 53 coding or severe organic disorder vs a child with a language code.

2.0 Confirmation of Quorum & Welcome of New Members: Quorum was reached

(quorum is considered 9 or half the voting members as per the internal rules)

3.0 Approval of Agenda:

Add 6.5 Special Optional Training opportunity with Genevive Dugre for SNAC members
MOTION to approve agenda by Lisa, seconded by Danny

MOTION carried by unanimous vote

4.0 Minutes Approvals:

3.1 Corrections to the Minutes of January 20, 2021

In covid update:

Correction 1: Correct bubbles are **not** cross contaminated

Correction 2: grade 5+6 for mandatory masks

3.2 Approval of Minutes of January 2, 2020

MOTION to approve by Lisa , seconded by Susana

MOTION carried by unanimous vote.

5.0 Questions from the public

None

6.0 Business Arising

6.1 Budget Consultation - response due March 31 (Jen)

- Many comments received budget consultation. A draft has been created. Please send any further comments to Jen for final version to be approved in March meeting

6.2 I.E.P. Trifold Pamphlet Draft (Jen and Susana)

Both trifold and digital versions will be finalized as there are some spacing issues that remain. We will vote on the final version in the March meeting. We do have the budget to print paper copies for schools to distribute next year. Once approved we will send out the digital version immediately and post it on our website and social media.

6.3 St John Fisher late start for 2021-2022 year / St Thomas transition committee (Evelyne)

February 10th there was a proposal given to the GB to change the school times the School is worried about the impacts that will arise. If there is a transfer the school start changes they are worried about the effects that this would arise in the actual community. The amount of students on IEPs there are about 80-90 children in the senior school on IEPs. The Parent representative from the Sr Campus requested that SNAC assist in writing a letter in order to table the decision for the overall community and take time to consider this.

Focus should be upon the overall transitions in the transitioning period between and or to have the true process.

Motion to draft a letter in response in order to draft a letter to delay the decision making point.

MOTION to approve by Lisa, seconded by Lauren
MOTION carried by unanimous vote.

Nora and Evelyne to create a draft response, SNAC Chair to send out for voting on the weekend in time for approval for Monday evenings council meeting.

6.4 Special training for parents for members on how to conduct a proper meeting

Genevieve Dugre has graciously agreed to run an optional training evening for SNAC Members on LBPSB and SNAC. Where it fits into the school board and its rights under the education act. She will provide tips on how to conduct our meetings focusing on our internal rules and means of communications with parents. Date is set for Tuesday March 9th at 6:30pm on Google Meet. This is optional, but highly recommended for SNAC members who will continue their mandate into next year.

7.0 Reports/Questions for the following committees

7.1 SNAC meeting Summary Report to Parents' Committee and Council (Jen)

The summary report was sent in the kit and is available on our website under external reports <http://snac.lbpsb.qc.ca/eng/ExternalReports/page.asp>

Posted on the website and sent to SNAC Members when it is ready. Reps on the parents committee also share on basecamp for PC.

7.2 Administration (Stéphanie)

Thanking the teachers and gratitude week was in effect this week. Seminars were conducted as well as fitness classes for teachers. Staff appreciation is run differently because of COVID, but attempting to acknowledge everybody this week.

7.3 Council of Commissioners (Danny)

Report in kit.

Council wrote a letter to Minister Roberge, requesting that all staff be moved up on the vaccine list. Letter was turned down almost immediately.

A retirement of a legend is happening. Director of human resources John Brennan. He will be sorely missed.

7.4 Parent Commissioner - Special Needs (Susana)

In the program and services subcommittee. Discussion with the use of the N-word. There was a presentation for the communications. Complaints committee issues were brought up, Cindy Finn stated that she would look into the process on this.

7.5 Parent's Committee (Lisa / Dyana)

Report in Kit

Lisa is reaching out in order to include SNAC in the next letter.

7.6 Treasurer's report (Lauren)

Treasurer's report in kit. \$2000 to spend this year.

We have spent 178.64\$\$

Update was given, balance of 1821.64\$ remains.

Uber eats or other types of cards to be given. For the next meeting a card could be used.

For Starbucks or Tim Hortons we would have 10\$ and end a year 20\$ each or possibly a bit more depending on expenses used

Motion to purchase 21 \$10 gift cards to be used for our March meeting for Starbucks or Tim Hortons in e gift card format

SNAC Chair will send email to members in March to choose between Starbucks or Tim Hortons

MOTION to approve by Lisa, seconded by Susana

MOTION carried by unanimous vote

3-4 SNAC members to the Amy Laurent Conference were accepted, the following are interested: Nora, Lisa, Jen, Kiley. Purchase your tickets and provide the electronic receipt to Jen and Lauren prior to next meeting.

7.7 Equity and Inclusion Task Force (Lisa)

Task Force is going to make the request to change the language for handicapped to LBPSB. The board would then write a letter to Lester B. Pearson. This is LBPSB who took the initiative to do this task force. The letter will likely become an official document. The french service centres have reached out to Dr. Lashley to see about starting their own task force.

7.8 Programs & Services Committee (Kathy / Dyana)

Meeting was held. Meeting had a conversation by Malik Shaheed - discussion was surrounding the N-word.

7.9 Pearson Teachers Union PTU (Christina)

Report Cards and IEPs have all gone out.

There was a webinar by Dr. Georges Sabongui about the power of positive psychology. The special needs committees met on the Monday board wide ped day to discuss what is working, what isn't working and plan for next year - the aide allocation time etc.

7.10 Pearson Association of School Administrators PASA (Laurence and Alexandra)

Monday ped day to evaluate the resources and see how they can plan for next year.

Registration for next year is now over and schools are in the process of planning for next year.

Q1: A family wrote into SNAC, they are currently receiving homebound tutoring for their child who is out of school due to a new illness. The child is now well enough to start integrating back into the school setting, however the parent reported to SNAC that the principal has said they do not have any current aide support that they can offer the child. This is a child who did not require any support last year, all the needs are new - so child isn't coded last year for funding this year etc. Who should the parents speak to?

R1: Coordination between the school principal and SSD in order to understand what could be done for them at this time. The funding and organization of funding is allocated in June for the following school year. So in this case June 2020 for the 2020-2021 school year.

Q2: Is the principal able to write a letter to the school board stating this child needs are new and requires aide support and receive more aide support?

R2: Unfortunately it doesn't work that way. There isn't new funding that comes in, it is a matter of reorganizing support currently allocated within the school.

7.11 Professionals PEP (Victoria / Monique / Randal)

Continued support for all our students.

7.12 Independent Association of Support Staff (Rob)

We have an upcoming 2 day workshop by Centre of excellence for our team and High School resource teachers and techs on March 29 and 30 with Isabelle Henault

7.13 Communication Liaison Report (Jen / Sheila)

Since the January meeting, there have been 829 hits to the main page and 40 hits to the webcast page. Emails continue to come in.

7.14 Social Media Subcommittee (Susana)

Our SNAC Facebook page is officially 1 year old ! A wonderful thank you to everyone who believed in the positive impact it can have in our community.

The impact from boosted posts have increased significantly, 11K were reached for 50\$, The boosts seem to be working for the amount of people. The emails and the boosts are connected. Subcommittee to discuss boosting future posts.

Q1: Maybe some parents whose children are newly diagnosed could really benefit from the conferences, can we gift to other parents not on the committee

R1: Unfortunately No, we are not able to gift or donate to others not on the committee. The funds are to be used for committee members to help run the meetings, better understand your role etc.

7.15 WIAIH (Franca Kesic)

PEERS program information night coming up

Online leisure programs continue during the week

Online parent groups first friday morning of the month second tuesday evening of the month

Caring for the caregiver information session coming up in March.

8.0 Correspondence

Parenting in the Pandemic Workshop Series - Centre of Excellence for Mental Health and LEARN Quebec This is a free online monthly workshop. Last night was about grief and loss through pandemic times.

Autism House <https://en.lamaisondelautisme.ca/> - A new non profit organization is still accepting registrations for its online winter session \$20 per class, some are free. You are able to register for one at a time or for all of the courses. They are offered on Saturdays and Sundays. Their facebook has the updated information on what is available. Courses are Online Cooking Club for 16+, Doodling, Drawing and Colouring Club for 12-15 years - they also have OT and more. Please take a look and help spread the word.

8.0 Varia

No questions

9.0 Questions from the Public none

10.0 Adjournment

MOTION to adjourn the meeting by Lisa, seconded by Susana

MOTION carried by unanimous vote

The meeting was adjourned at 9:08 PM

Next Meeting:

Wednesday March 24 2021 at 6:30pm on Google Meet