Commission scolaire English-Montréal
English Montreal School Board

Minutes of the meeting of the
ADVISORY COMMITTEE ON SPECIAL EDUCATION SERVICES (ACSES)
Wednesday, March 30, 2016 in the Laurence Patterson Room of the
English Montreal School Board at 7:00 PM.

PRESENT:
Parent Members:
Elizabeth Arnot
Isabelle Baas
Serena Capplette
Joanne Charron
Cynthia Dudley
Giovanni Goffredo
Mubeenah Mughal

Non-Teaching Professionals:
Susan Waite, Speech-Language Pathologist

Support Staff:
Paul Robichaud, Special Education Technician

In-School Administrator:
Anna Sanalitro, Principal
Patrizia Ciccarelli, Alt. Principal

Outside Agency:
Rosemary Short, Jewish General Hospital

Non-Voting Members:
Commissioner:
Angela Mancini, Chairman
Sylvia Lo Bianco, Vice-Chairman

Lew Lewis, Director, Student Services
Julie René de Cotret, Assistant Director, Student Services
Brigida Sellato, Communications Consultant

Guest:
Sandra Furfaro, Director, Educational Services

REGRETS:
Parent Member:
Andrea Morrison
Rinku Vardi

Teachers:
Gail Bernstein, Teacher
Peter Sutherland, Teacher

Observers:
Filomena Trindade, RPC West

1. **WELCOME**
   Joanne Charron welcomed everyone and called the meeting to order at 7:05 pm.

2. **APPROVAL OF AGENDA**
   It was moved by Anna Sanalitro, seconded by Rosemary Short and resolved to accept the agendas presented.
   Vote: 11-0-0 **Motion Carried**

3. **APPROVAL OF MINUTES OF FEBRUARY 22, 2016**
   It was moved by Anna Sanalitro, seconded by Serena Capplette and resolved to accept the minutes as presented.
   Vote: 11-0-0 **Motion Carried**

4. **BUSINESS ARISING**

4.1. PROPOSED TRANSITION PROGRAM

Sandra Furfaro explained and answered questions with regard to the situation that occurred last June at John Grant with the certification of students and how the concerns were and are being addressed to correct future problems. She is currently waiting for approval from MEES for the changes to the program.

4.2. PRESENTATION: SPECIAL NEEDS POPULATION
A) SUCCESS RATE, B) STATISTICS, C) SELF CONTAINED CLASSES
See attached presentation.

4.3. REVIEW AND MODIFICATIONS TO INTERNAL RULES
The sub-committee has not met as yet. As there needs to be an alignment with the Central Parents' Committee members asked that the item be brought to the CPC so that the rules may be amended. The sub-committee will look at all the documents for the amendments.

4.4. UPDATE- SUB-COMMITTEE FOR WEBSITE
Following a conversation with Michael Cohen for the website, all information for a new page should come all together and it will be formatted for the revamp of the page.

At 8:30 pm Rosemary Short left

4.5. CONSULTATION: SPECIAL EDUCATION POLICY
Recommendations for the consultation;

Put back put back and add to: Page 4 item 1.3 Supporting Documents
-*The Canadian Charter of Rights*
-*The Youth Protection Act*
-*Juris Prudence*
-*Eaton vs. Brant County Board of Education (Supreme Court Judgment - February 6, 1997)*

Issue with Page 5 item 2 Policy Statement
The organization of such educational services shall be based on the individual evaluation of the abilities and needs of the students and on the available financial resources.

Page 5-6 item 3 Field of Application
Include the entire passage of the Education Act . . . *Section 1 of the Education Act.*

Page 13 item 4. Evaluation
Add adapted behavior to the list

Page 26 item 7 Parental Consent Regarding the IEP
The section should be reworded in order to sound less dismissive ensuring collaboration and equal partnership with parents

7.1 *Once the IEP has been developed, parents will be asked to sign it.*
7.2 *In the event that parents do not sign the IEP or do not present themselves for a pre-designated IEP meeting, a notation to that effect shall be made on the IEP. As a general rule, the school will then continue to implement the strategies and support measures outlined in the IEP. However, in cases where the modification of the student's program is being considered, then the school shall proceed to obtain the written consent of the parents.*
7.3 *In the event that parents do not approve of certain elements (e.g. recommended program modifications) in the IEP or the entire IEP, the school team shall consider the parents' comments on a case-by-case basis taking into account the best interest of the student in question. Subsequent to this process, if an agreement still cannot be reached with the student's parents, then the principal and/or parents can refer to the "Mechanisms for Addressing Issues Raised by the Application of the Policy" (see Section VII)*

Page 29 item VII MECHANISMS FOR ADDRESSING ISSUES RAISED BY THE APPLICATION OF THE POLICY
Simple flow for parents to understand the process for complaints, perhaps including a flow chart or bullet form steps and reword #5 so that parents understand they can go to the Secretary General who can guide them in the process to go to the Council.

1. *Issues raised or decisions contested by parents with respect to the application of the Special Education Policy must first be directed to the principal of the school concerned who must attempt to find appropriate solutions with the assistance, where necessary, of a resource person from the School Board.*
2. *If the issue(s) cannot be resolved or if a decision remains contested at the level of the school, the principal and/or the parents shall refer the case to the Director of Student Services or his/her designate and the Regional Director responsible for the school.*
3. *If the issue(s) is still not resolved or if a decision is further contested, the Regional Director and/or the parents shall refer the case to the Deputy Director General and subsequently the Director General if deemed necessary for purposes of a final decision.*
4. *If the parents are still not satisfied with the results of the mechanisms, as outlined in steps 1, 2, and 3 above, the parents may submit, as per section 6.4 of By-law No.8 (2010) – i.e. Establishing the Complaint Examination Procedure for Students or their Parents or Guardians - a written complaint to the Secretary General of the School Board.*
5. *If the complaint meets the criteria of sections 9 to 12 of the Education Act to request the reconsideration of a decision (see Appendix C), the parents may choose to utilize that procedure or to forward their complaint directly to the Student Ombudsman.*

The chair asked the members if they would like to have a special meeting on the Special Education Policy as the deadline to submit recommendations is May 9th and the next meeting is scheduled for the 26th. The members agreed to meet on April 25th for a special meeting.

5. NEW BUSINESS
There was no new business.

6. REPORTS
6.1. DIRECTOR OF STUDENT SERVICES
1)SPECIAL EDUCATION
- The CCW Allocation process is currently underway – a memo has been sent out to the schools whereby the special education consultants will be visiting all schools and discussing their CCW needs for the 2016-2017 school year.
- Resource Teacher Allocation process – many factors will be examined such as the number of students with codes, number of IEP's, specific school needs, inner city index, severity of codes, as well as

specific ratios which were used in finalizing the allocation of resource teachers for the current school year.

- A memo has been sent to all elementary schools with regard to the priority on the part of psychologists in re-evaluating grade 6 special needs students in preparation for their entry into their receiving high school for the 2016-2017 school year.

2)STAFFING

- A 60% guidance counsellor post has still not been filled.

3)PROFESSIONAL DEVELOPMENT

- Information regarding a workshop on Social Communication Disorder on May 13, 2016 will be sent to all SLP's in English Quebec school boards as well as other professionals from their respective boards (e.g. psychologists).
- Many psychologists and guidance counsellors have been provided with suicide prevention training as offered by Suicide action Montréal.

4)MENTAL HEALTH RESOURCE CENTRE

- Dr. Sidney Miller, clinical psychologist, will be providing a short presentation on the issue of stress on Wednesday, May 4, 2016 from 1:00 p.m. – 2:15 p.m. in the Laurence Patterson Conference Room for staff in the EMSB Administration Building as well as for principals who might be interested.

6.2. EDUCATION COMMITTEE

Topics discussed were the Green Awards and Grants, transportation costs, international students and end of year cycle French results.

6.3. CENTRAL PARENTS' COMMITTEE (CPC)

Topics discussed were the consultations for JFK and Rosemount on space for AEVS, internal rules, anti-bullying initiative and retention initiative for high school students.

6.4. QUEBEC FEDERATION OF PARENT COMMITTEES (FCPQ)

The meeting was cancelled and has been rescheduled for the same time as the conference/workshop.
It was moved by Liz Arnot, seconded by Cynthia Dudley and resolved that ACSES pay for Isabelle Baas to attend the conference/workshop for the FCPQ at a cost of 405$ (includes accommodation and meal)
Vote: 10-0-0 **Motion Carried**

6.5. REPORTS FROM ACSES MEMBERS

No reports

7. VARIA

No varia.

8. DATE OF NEXT MEETING

Monday, April 25, 2016 special meeting on Special Education Policy.

9. ADJOURNMENT

It was moved by Paul Robichaud, seconded by Isabelle Baas to adjourn the meeting at 10:20 pm.
Vote: 10-0-0 **Motion Carried**

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Joanne Charron
Chair

_____
Brigida Sellato
Communications Consultant/Secretary

Goal 3: Improve student retention and success of certain target groups, particularly students with handicaps, social maladjustment or learning disabilities

Table 1: EMSB High School Enrolment by category on: Sept. 30, 2010, Sept. 30, 2011, Sept. 30, 2012, Sept. 30, 2013 and Sept. 30, 2014

Category of students	September 30, 2010		September 30, 2011		September 30, 2012		September 30, 2013		September 30, 2014	
Total EMSB High School enrollment	9857		9448		9104		8726		8369	
Total Special Needs Students in all HS (Handicap, LD & BD codes)	1773	18.0%	1712	18.1%	1750	19.2%	1697	19.4%	1608	19.2%
Students with Handicap Codes only in all HS	314	3.2%	344	3.6%	376	4.1%	394	4.5%	419	5.0%
Students with LD & BD codes only in all HS	1459	14.8%	1368	14.5%	1374	15.1%	1303	14.9%	1189	14.2%

Table 2: Number of EMSB Sec V students on the Secondary School Diploma (SSD) track for June 2011, June 2012, June 2013, June 2014 and June 2015

Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015	
Total Enrollment in Sec. V	2141		1954		1956		1807		1764	
Total of Students with Special Needs in Sec. V (Students with Handicap Codes and Students with LD & BD codes)	269	12.6%	276	14.1%	277	14.2%	260	14.4%	250	14.2%

Table 3: Number of EMSB Sec. V Special Needs Students who graduated with Secondary School Diploma (SSD) in June 2011, June 2012, June 2013, June 2014 and June 2015

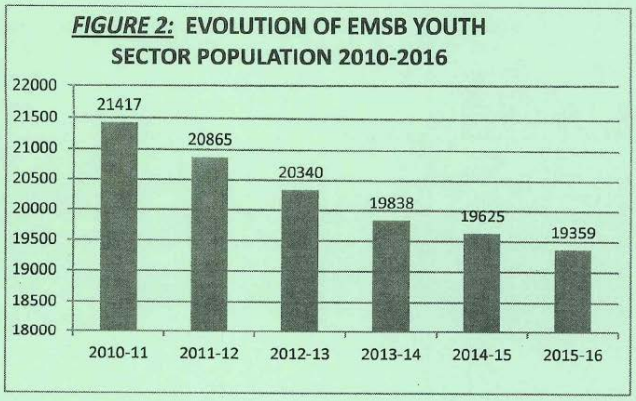
Category of Students	June 30, 2011		June 30, 2012		June 30, 2013		June 30, 2014		June 30, 2015	
Students with Handicap Codes	31		35		39		32		30	
Students with Handicap Codes who Graduated with SSD	14	45.2%	15	42.2%	24	61.5%	17	53.1%	16	53.3%
Students with LD & BD Codes	238		241		238		228		220	
Students with LD & BD Codes who Graduated with SSD	137	57.6%	153	63.5%	151	63.4%	97	42.5%	134	61.0%
Total of Students with Special Needs who Graduated with SSD	151	56.1%	168	60.4%	175	62.8%	114	43.8%	150	60.0%

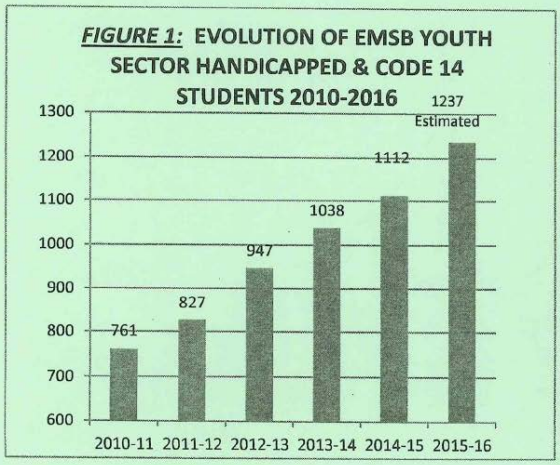
Table 4: Summary of Objectives, Targets and Current Results for Goal 3

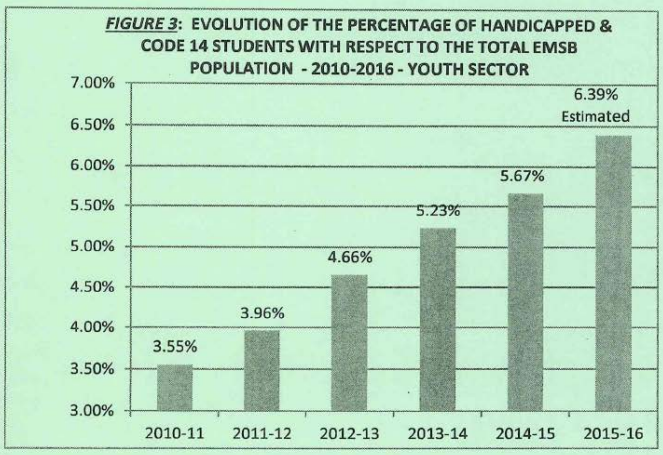
Objectives	Current Results		
	Baseline Year	Target 2015	Board (2014-2015)
1. To increase the percentage of students identified with learning difficulty (LD) and/or behavioural difficulty (BD) and students with handicap codes who will graduate with a Secondary School Diploma	56.1% (2011)	61.6%	60.0%
2. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to the Pre-Work Training Certificate	86.2%* (2013)	86.4%	64.7%
3. To increase the percentage of students with Special Needs who will be certified with qualifications with respect to Training Certificate for Semi-skilled Trades	45.8% (2011)	55.8%	55.7%

APPENDIX A

SCHOOL YEAR	STUDENT POPULATION	HANDICAPPED & CODE 14	Percentage
2010-11	21417	761	3.55%
2011-12	20865	827	3.96%
2012-13	20340	947	4.66%
2013-14	19838	1038	5.23%
2014-15	19625	1112	5.67%
2015-16	19359	1237	6.39%







Why self-contained classes?

- Better services
- More complex and severe cases
- Reduced number of students in the classes
- Maintaining integration
- Better results
- Fewer students requiring one-on-one service
- More collaboration with the Health and Social Services Sector

Reduced CCW expenditures

- Number of SC classes opened since 2012-2013 – **19**
- Other SC classes currently in existence - **10**
- Total number of SC classes in the EMSB - **29**

The above totals do NOT include John Grant, LINKS, St-Raphael and Social Affairs Schools (e.g. Mackay Center)------ all are special education schools

Observations in the last few years

Severity /Complexity of cases	Other issues
• Medical issues • Behavioral / emotional / family issues • Diminished level of student functioning	• Parental preference for inclusion