

# Workshop for Special Needs Committee

**MICHELINE JACQUES**

---

**SERGE LAURENDEAU**

*A collaborative document (LBPSB & PTU)  
October 2006*

# Agenda

---

- **Introduction**
- **Out With the Old In With The New**
- **Financial Perspective**
- **Committee Mandates & Function**
- **Definition of Consensus**
- **What is Support?**
- **Question Period**

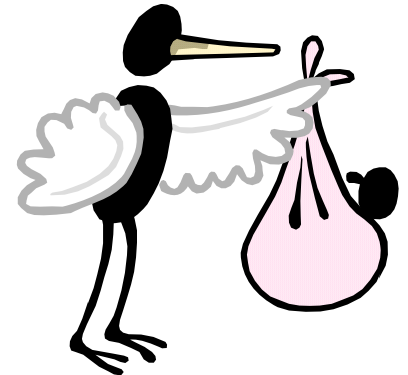
# Introduction

---



# Out With The Old In With The New

---



# What Is Old?

---

- The out-of-court agreement **between PTU & the LBPSB** no longer stands, as of June 30, 2006, therefore you can no longer use the handbook on the calculation of compensation for oversize classes.
- **The rules providing** partial reduction in weighting due to the provision of support for LDs and handicapped students is out.
- **Providing support only to students with** a code based on a specific definition is out.

# What is New?

---

## **Principal Objective:**

The principal objective of the new provisions is to provide appropriate support as rapidly as possible in order to ensure the success of students with particular needs.

- A transparent process that goes from the MELS budgetary rules to the Central Parity Committee to the school-level committees.
- Assures teacher participation in the equitable distribution of resources.
- Allows for special school project

# What is New?

---

- New envelope for additional resources protected from the declining enrolment until 2009.
- Support based on the existence of a need.
- If any other person is providing the remedial measures, then weighting of these students is automatically excluded (LDs - handicapped).
- Certain quantity of **support services** distributed on the basis of school population and some resources distributed on the basis of the existence of specific problems within the school.

# WHAT STAYS?

---

- Weighting **OR** support for LDs and handicapped
- Support may be given to the student or to the teacher or to both
- Support **AND** weighting for all BDs, SBDs (13-14)
- **Compensation will be paid to each teacher who is entitled to it.**

# WHAT ARE THE CONCERNS?

---

- ❑ The base year takes into account declining enrolment rather than aiming for a reduction of class sizes **for the regular students.**
- ❑ The additional allocation for services does not seem visible because of the new collective agreement for integration aides and the additional 90 minutes.
- ❑ Lack of funds to cover all the needs.
- ❑ The provision for school project to use the amount of compensation may create conflicts.
- ❑ Unclear definition of continuous support.
- ❑ I'm sure you can come up with more!

# Financial Perspective

---





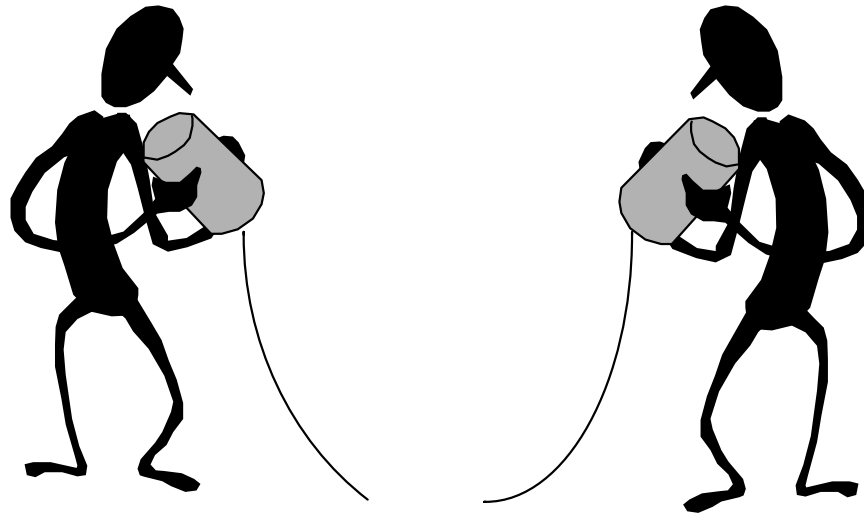
# Financial Framework

---

1. Statistics on Special Needs Students
2. Effects of Decreasing Enrollment
3. Reduced amount from the Integration “**Mesure**”
4. Effects of Local Integration Aide Contract
5. New Resources in the Negotiated Settlement

# Committee Mandate & Function

---



# CENTRAL PARITY COMMITTEE MANDATE

---

1. To advise the board concerning its special education policy.
2. To make recommendations about the services provided at the board level.
3. To verify all the resources available for the services provided to students with special needs.
4. To establish the criteria for allocating the resources to the schools in keeping with the special education policy.
5. To analyze the requests from the schools based on the allocation criteria.
6. To recommend, taking into account the total resources available:
  - i. Allocation of resources among schools
  - ii. The portion of resources to be allocated as compensation due as a result of the weighting
  - iii. Reserve to be maintained in order to provide additional services during the coming school year
7. To receive and study the reports prepared by schools and to make the recommendations it deems appropriate.

# SCHOOL LEVEL COMMITTEE MANDATE

---

1. To identify the resources that it deems necessary for students with special needs and for support for teachers, taking into account the criteria established by the parity committee.
2. To inform the parity committee about the resources required.
3. To distribute the resources allocated to the school as well as any additional resources granted during the year.
4. To define the conditions of access to services including, the possibility of setting up provisional support while awaiting the administration's response (Ad Hoc committee) to a request for services.
5. To periodically assess the effectiveness of the conditions facilitating access to the services in place.
6. To report to the central parity committee on the use made of the allocated resources.

# Function

---

## Composition of the Central Parity Committee

- ❑ Director of Students Services
- ❑ Director of Human Resources
- ❑ One Sector Director representing the principals (Ad Hoc member)
- ❑ Union President
- ❑ Two Union Executive Assistants

The Central Parity Committee is to oversee the equitable distribution of the available services and financial resources to all the schools.

# Function

---

## The Composition of the School Committees

### **ELEMENTARY SCHOOLS**

It is recommended that the committee be composed of:

- ❑ The Principal
- ❑ Three teachers elected by the teaching staff
- ❑ Four teachers shall be elected where there is a Vice-Principal

### **SECONDARY SCHOOLS**

It is recommended that the committee be composed of:

- ❑ The Principal
- ❑ One Vice-Principal
- ❑ Four teachers elected by the teaching staff

*\*Please note that on occasion and if necessary, the committee may consult other categories of personnel and take into account their recommendations.*

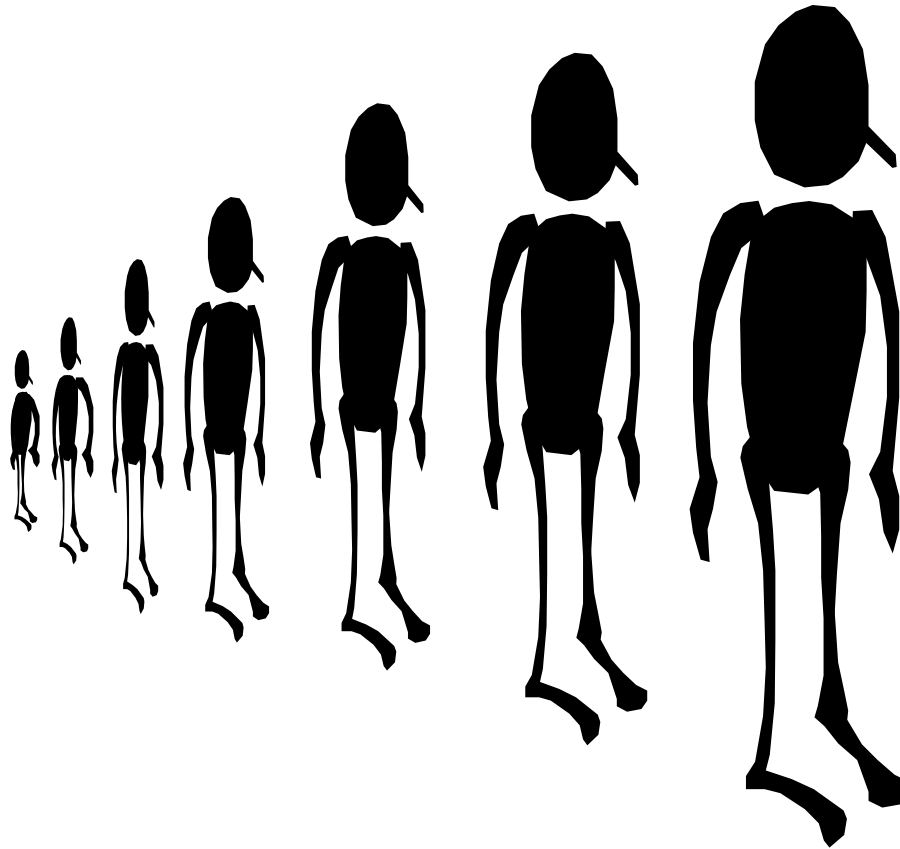
# Function

---

1. The plan must have an 85% consensus in order to be accepted.
2. Should the plan be rejected by the teachers, the school level committee must develop a modified plan by taking into consideration the recommendations presented by the teachers involved.
3. Should this modified plan be rejected by the teachers, then the preliminary & the modified plan are submitted to the Central Parity Committee for a final decision.
4. The plan must represent an equitable distribution of the services including:
  - The distribution of the resource teachers' hours
  - The distribution of the supporting teachers' hours (Secondary schools)
  - The distribution of integration aides' hours
  - The distribution of support provided by any other category of personnel (behaviour technician, FSSTT, psychologist, speech therapist, etc.)

# Definition of Consensus

---



# Definition of Consensus

---

- ❑ **Consensus is obtained with 85% of the teaching staff**
- ❑ **Abstentions are not counted in the final result**
- ❑ **A request for additional support may accompany the plan with detailed information**
- ❑ **During the school year, additional requests may be submitted to the central parity committee**

*\* Please note that you are voting on a plan which shows an equitable distribution of resources available*

# What Is Support?

---



# New Provisions Of The Collective Agreement Concerning Support

---

However, before requesting support:

## 8-9.04

- a) When a teacher detects, in his or her class, a student who, in his or her opinion, demonstrates **particular problems**, he or she report it to the school administration **indicating the problem or problems encountered by the student and the interventions he or she carried out over a significant period of time in order to request support services** or submit the case to the committee prescribed in clause 8-9.06, as the case may be.

# New Provisions Of The Collective Agreement Concerning Support

---

## 8-9.04

- ❑ Any request to have the case studied by the committee prescribed in clause 8-9.06 must be made in a written report and encompass the following information:
  - ❑ identification of student;
  - ❑ reason for request;
  - ❑ description of problem;
  - ❑ interventions carried out and duration, where applicable;
  - ❑ support services requested.

# New Provisions Of The Collective Agreement Concerning Support

---

## Requesting services:

### 8-9.04

- b) **A request for services may be made for any student with special needs. The support services requested must take into account the allocation of the available resources in the school as determined by the committee prescribed in clause 8-9.03.**
- c) **A request to study the case may be made to determine whether the student satisfies one of the definitions prescribed in Appendix XXVI. The request to have a student identified as having behavioural difficulties shall be valid only after a period of at least 40 working days following the request for support services when the support services dispensed have not remedied the situation or no service was dispensed.**
- d) **The support services put in place may consist of services intended either for the student, the teacher or both.**

# New Provisions Of The Collective Agreement Concerning Support

---

**8-9.05**

**b) Support services shall be set up as soon as possible.**

# New Provisions Of The Collective Agreement Concerning Support

---

## 8-9.06

- i) to study each case submitted and, where applicable, **make recommendations to the teacher on other intervention measures to be carried out immediately;**
- ii) to request, **if the committee deems it necessary,** pertinent evaluations from the competent personnel;
- iii) to obtain, **as soon as possible,** the evaluations prescribed in paragraph ii), if need be;

# At The Secondary Level

---

**8-11.00**

**SUPPORTING TEACHERS – 2 Components**

- ❑ Function of teacher**
- ❑ Function of supporting teacher**

# At The Secondary Level

---

## 8-11.04 ROLE OF SUPPORTING TEACHER

- **Assists students with special needs, particularly those with behavioural difficulties.**
- **Provide support ; in this context, he or she provides support to the student with special needs in order to resolve his or her difficulties.**
- **Works with the teacher whose students have special needs.**
- **Accompanies new teachers or teachers requiring support in performing their duties, such as classroom management, creation of adapted material, adaptation of teacher methods, prevention and early intervention.**

### **Other duties**

- **Carries out any other duty, compatible with article 8-2.00, that may be assigned to him or her to help students and teachers.**



# At the Secondary Level

---

**8-11.06      The appointment of a teacher as a supporting teacher shall end automatically and without notice on June 30.**



# Support

---

Schools must determine the type of support services that are required in order to best accommodate the needs of their students. (At risk, students with handicaps, social maladjustments or learning disabilities.)

# Support

---

**Support may take any of the following forms:**

## **AT THE ELEMENTARY LEVEL**

- Resource teacher / **“remedial teacher”**
- Assists the student or the teacher in dealing with learning difficulties or behavioural problems.

# Support

---

## AT THE SECONDARY LEVEL

- **The “supporting” teacher deals mainly with behavioural problems.**
- The resource teacher deals mainly with learning difficulties **but may also give support with behavioural problems.**

# Other types of support for behaviour disorders could be:

---

- ❑ A behaviour technician
- ❑ A special education technician
- ❑ A Planning Room
- ❑ A Resource Room
- ❑ Crisis Intervention Program
- ❑ Community based programs such as AMCAL (anger management sessions)
  
- ❑ The use of a hearing device or visual aids plus itinerant services for students who are visually or hearing impaired.
  - Adapted teaching methods



**Temporary support for learning difficulties  
or as a preventive measure, such as:**

---

- ❑ Reading Recovery
- ❑ Early Literacy & Numeracy

**For students with a PDD, a physical  
handicap, or psychopathological disorder:**

- ❑ Integration Aides
- ❑ Special Education Technicians
- ❑ Child care provider

# Other types of support:

---

- ❑ FSSTT
- ❑ Specialized workshops & training sessions
- ❑ Special Services at Board which may be available to assist the teacher
- ❑ Administrative support e.g. **with** parental intervention



# Question Period

---

