

# Consultation Regarding the Reorganization of Laval High Schools Phase 2

## **SWLSB Parents' Committee Position**

In order to establish a more permanent solution to the imbalance in registration, and to offer the students in Laval increased opportunities in their high school education, the SWLSB Parents' Committee, as an advisory body to the School Board, prioritizes the proposed Model 2, two distinct schools, one junior and one senior.

### **Rationale in Support of Model 2**

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#### Governing Boards - Parent Representation

- Compared to Model 1, the Parents' Committee prefers Model 2 which provides for two Governing Boards with 20 members each.
  - Model 1 does not offer appropriate representation with only 8 parents speaking on behalf of the interests of approximately 3000 students. This is especially apparent as both Models will reduce Governing Board elected parents by a minimum of 16 (Model 1) and a maximum of 24 (Model 2) parents compared with the existing four Governing Boards.
  - Model 2 also provides for more equitable representation from parents at the junior and senior levels.

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#### Principals

- Compared to Model 1, Model 2 provides for one principal in each building, and therefore more consistency, administrative presence and support. Only one principal across two high school campuses means one building will always be left without key leadership at various times of the day, week, month.
- As per the Education Act article 96.14, the principal shall establish an individualized education plan adapted to the needs of the student, in addition to the implementation and periodical evaluation of the education plan and informing the student's parents on a regular basis. Although neither model is optimal when it comes to the principal executing his/her role as it pertains to IEPs, compared to Model 1, Model 2 represents less IEPs requiring oversight by one principal.

## MESA - Management and Educational Success Agreement

- Although Model 1 provides for one MESA across both campuses, it is our expectation that with Model 2 the junior and senior schools will collaborate to ensure alignment and support a positive transition between their two distinct MESAs. Therefore, there is no advantage in this regard as it pertains to Model 1.

## Concerns

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### Individualized Education Plans

- Given the high number of Individualized Education Plans at the secondary school level, estimated at 25% of the total student population, there is tremendous concern regarding the ability for principals to execute their roles as it pertains to IEPs as an educational service.
  - For many of our children IEPs are a crucial element in their education. It is essential our principals collaborate in their establishment and proper execution.
  - In 2015/16 MELS projects 1157 junior students and 1732 senior students for our Laval high schools. In Model 2, this represents approximately 289 and 433 IEPs respectively for each principal to manage. Given the importance of the role of our principals, and the many elements they must tend to on a regular basis, how will they effectively support their role as it pertains to IEP development, meetings, implementation and follow-up?
  - There is strong concern the special needs population of our high schools will suffer.

### Safety & Security

- Regardless of the model adopted, the SWLSB Parents' Committee remains concerned regarding the security of the students as they transition to one junior and one senior cohort.
- We recognize there are cameras, student supervisors and teacher supervision, however, with the growing size of the school population in Model 1 or Model 2, the number of measures and supervisors must increase.
- The size and layout of the buildings provides opportunities for misguided students to behave inappropriately and in some cases result in very damaging circumstances. More cameras will not stop these actions from happening if

students know how to avoid them; the assignment of more supervisory responsibilities among school personnel may be more effective in anticipating issues before they occur.

- The responsibility for supervision of the special needs student community, either where the potential for injury is greater such as labs, shops, and athletic facilities, or in social situations amongst their peers, requires additional security measures to be put in place in both proposed Models.

Respectively submitted on behalf of the SWLSB Parents' Committee,

Jennifer Maccarone  
Chairperson, SWLSB Parents' Committee