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Association of  
Hearing-Impaired Adults  
c/o Dawson College  
485 McGill Street  
Montreal, Quebec

December 2, 1980

Mr. Guibert Fortin  
Secretary  
Commission d'étude  
sur la formation  
des adultes  
Palais de Justice  
1 Notre Dame Street East  
7th Floor  
Montreal, Quebec  
H2Y 1B6

Dear Mr. Fortin,

Traditionally, adult education programmes have failed to address the needs of the groups represented in the enclosed briefs. The special committee studying the present situation of adult education has the obligation and responsibility to respond appropriately to special educational needs.

The enclosed briefs are designed to reflect the consistent lack of adult education programmes for special populations. It is our request that the commission seize the opportunity it now has to investigate the current situation of accessibility to adult education programmes for groups with special needs. It is imperative that an immediate course of action be outlined to ensure that the present situation is no longer allowed to continue.

Yours truly,



Joan Westland  
Co-ordinator  
Association of  
Hearing-Impaired Adults  
c/o Dawson College  
485 McGill Street  
Montreal, Quebec

JW/sm

cc: M. Arpin  
sous-ministère adjoint  
Ministère de l'éducation

Originating in 1957 and incorporated as a non-profit organization in 1962 (3rd Part, Companies Act, Libro 1117, Folio 104) Forward House Inc. is committed to the provision of alternative and innovative mental health services and programs which directly respond to the needs of psychiatric patients living in the greater Montreal area. These services and programs afford individuals the opportunity to learn how to cope with severe mental, emotional and situational difficulties. Each facet of the integrated and comprehensive program structure developed by Forward House Inc. over the past twenty years has been designed to enable chronically disabled and often severely disturbed psychiatric patients to learn more effective ways of managing their lives in social, vocational and emotional areas. It is our belief that the gradual acquisition of these coping and Life Management skills can only be accomplished through the process of daily living and working experiences.

These experiences must of course be carefully monitored and tailored to each individual's needs, objectives and level of functioning. The ultimate objective of this process is to aid the individual in attaining a self-sustained lifestyle within the community while maintaining relative independence from hospital services and the mental health system itself. Though this general objective is common to all Forward House programming, the specific mandate for each differs according to the identified patient needs they are intended for. Nonetheless, Forward House programs are essentially complementary, forming an integrated, holistic approach to the problems and difficulties confronting psychiatric patients.

Since on the average they have experienced four to five previous psychiatric admissions they are suffering from the debilitating effects of long-term mental illness and prolonged psychiatric treatment. Their level of functioning is significantly impaired, the quality of their lives is poor (living a marginal existence somewhere in the community) and their belief in themselves and their own abilities virtually non-existent.

- approximate annual membership: 400

- Girouard Evening Social Program	150
- Girouard Vocational Services (Day & Placement)	100
- Mayfair Housing Project & Wilson Residence	100
- Supervised Apartment & Aftercare Services	50

- approximately 75% of all Forward House Inc. clients in a given year are chronic, unmarried schizophrenics between the ages of 25 and 45 with an average of 4 to 5 previous hospitalizations, 80% are social welfare recipients, and almost all take significant amounts of psychotropic medications.

- the Girouard Evening Program which accounts for over one third of Forward House membership in a given year maintains a relatively constant enrollment of regular members and is predominantly anglophone unlike all other programs and services which are fully bilingual. This program also unlike others shows a predominance of males (roughly 2 to 1).

- referrals to the short-term or transitional programming (Vocational and Residential programs) total some 150 annually. The main referring sources

- annually are:
- Montreal General Hospital
  - Allan Memorial Institute
  - Hopital Notre Dame
  - Lakeshore General Hospital
  - Hopital Maisonneuve-Rosemont
  - Hopital Hotel Dieu
  - Reddy Memorial Hospital
  - Jewish General Hospital

- program effectiveness for transitional programming is estimated at between 65% and 75% depending upon the year, the program and various other factors.

With these considerations in mind, the agency presently operates:

Residential Programs:

Residence Mayfair - an alternative to long-term hospitalization  
residential program

Foyer Wilson - a halfway house for discharged patients

Supervised Apartments (2) - long-term community housing programs

Vocational/Social Services:

- |                           |                                  |
|---------------------------|----------------------------------|
| Girouard Community Centre | a.) Day Vocational Training      |
|                           | b.) Vocational Placement Service |
|                           | c.) Evening Social Programming   |

Referrals are accepted from francophone and anglophone hospitals throughout the greater Montreal area. In almost all cases referrals are made by psychiatrists and social workers associated with the Departments of Psychiatry of these hospitals.

The Board of Directors of Forward House Inc. is comprised of eighteen community-minded citizens who are nominated and serve in a voluntary capacity and who are well aware of the difficulties facing discharged psychiatric patients. The Board hires and subsequently mandates the Executive Director to direct the overall administration, functioning and development of the organization's services and programs and to supervise and train the agency's personnel (12). At the present time the Board of Directors and the Executive Director have targeted four main priorities in the further development of services for chronically disabled psychiatric patients in the greater Montreal area.

1.) Adult Basic Education programs designed to teach functioning and living skills through a life management approach.

2.) Long-term support and aftercare services designed to further stabilize and maintain adult patients in the community.

3.) Outreach programs designed to engage parents and friends of these disabled persons in a process of better understanding of the problems and means of coping with them.

4.) To educate and sensitize the general public as to the nature and extent of the special needs of chronically disabled psychiatric patients and to form a political lobbying group aimed at the creation of desperately needed community mental health resources and services.

With reference to Adult Basic Education programs, Forward House Inc. does not at the present time operate any of these programs as such. However, the agency applied (June 4, 1980) to the Ministère de l'Education, Direction générale de l'éducation des adultes - Programme d'aide aux organismes

volontaires d'éducation populaire for a demonstration grant of \$7,080 to collect appropriate teaching materials, train personnel and conduct two ten week courses in basic life skills for chronically disabled psychiatric patients. Unfortunately, approval was given for only \$1,600 and those funds were earmarked for staff training and development; clearly it will not be possible at the present time to establish the educational program itself.

In addition to this, a recent report Education for patients of Psychiatric Hospitals: an analysis of the need and recommended solutions by C. MacFadden in collaboration with Dr. J. Davis, was prepared for the Ministère de l'Education Direction générale de l'éducation des adultes - service études et projets.

This report made the following conclusions and recommendations:

1.) All patients associated with either psychiatric hospitals or the psychiatric treatment services of general hospitals have a right to education.

2.) Chronically disabled psychiatric patients whether they be in-patients of psychiatric institutions or out-patients residing in the community require Adult Basic Education programs.

3.) Both in-patients and out-patients associated with psychiatric institutitons and the psychiatric treatment services of general hospitals should be guaranteed the right of access to education, irrespective of their particular level of functioning.

4.) Teacher/student ratios for the Adult Basic Education programs outlined above should range only from one-to-one to one-to-four.

5.) Whatever form the particular educational program takes it must address itself to the widespread apathy and amotivational status of a chronically disabled psychiatric population which has been conditioned by former experiences to expect failure in almost all areas of endeavour.

6.) An appropriate scale for the assessment of chronically disabled psychiatric patients in the areas of vocational capability, social skills and overall independent functioning must be developed.

7.) Appropriate teaching materials for the Adult Basic Education programs outlined above will have to be collected, developed, prepared, packaged, tested and evaluated.

8.) In conjunction with No. 2 it is also understood that only a very small percentage of this psychiatrically handicapped population will be able to avail themselves of traditional Adult Education programs and structures unless these are significantly and substantially modified to meet the special needs of chronically disabled psychiatric patients.

9.) In conjunction with No. 3 in order to insure appropriate and effective delivery of Adult Basic Education programs to both in- and out-patients through psychiatric institutions and community-based mental health agencies, an appropriate system of monitoring and accountability would have to be established. (Possibly under the auspices of Office des personnes handicapées du Québec).



The report concluded with the following statement:

The foregoing analysis has clearly established that all patients associated with either psychiatric institutions or the psychiatric treatment services of general hospitals have special educational needs. As handicapped persons, these people have a basic right to education and should therefore be guaranteed access to the different levels of adult education they require. It has also been demonstrated that Adult Basic Education programs capable of responding appropriately to their special educational needs are all but lacking in the province of Quebec.

The development and implementation of such programs within psychiatric institutions and under the auspices of community-based mental health agencies should therefore be regarded as a priority. The foregoing analysis strongly emphasizes that these programs of instruction should, particularly for the ever increasing numbers of out-patients, focus upon living and coping skills, life management training, community adjustment, and individual autonomy while substantially improving the quality of life of chronically disabled psychiatric patients.

In conclusion then, it is hoped that the Quebec government will, having recognized the needs identified by this analysis, take on the responsibility of insuring the establishment of Adult Basic Education programs for this handicapped population in the very near future.

With the foregoing conclusions and recommendations clearly in mind Forward House Inc. is actively involved with such groups and institutions as:

- Advisory Committee on Adult Special Education,  
Douglas Hospital Center
- Ad Hoc Joint Coordinating Committee, Adult Education
- Protestant School Board of Greater Montreal,  
Adult Education Services Division
- Dawson College,

Department of Continuing Education

in an effort to effect the establishment of Adult Basic Education programs for chronically disabled psychiatric patients. In this area it is quite clearly a question of establishing such programs rather than facilitating or providing access to already existing adult education programs. This population has special needs and definitely requires specific programs specially designed to appropriately respond to these needs.

ASSOCIATION OF HEARING - IMPAIRED ADULTS

The Association of Hearing-Impaired Adults is a non-profit organization funded by Centraide and administered by hearing - impaired adults. (See appendix A). Since its formation, two years ago, the Association has been concerned with the needs of the hearing-impaired community. One of these needs is in the area of education: particularly adult education. Last year the A.H.I.A. requested funds from the ministère de l'education in order to set up an Adult Education programme. The money was granted and the A.H.I.A. were able to offer three courses: English, French and mathematics. (Although the demand for more varied programmes is great, finances are limited and the board of directors were forced to choose courses which the majority requested). In addition to these programmes the Association also functions as a resource center, information center and acts as a liason between its hearing-impaired members and government agencies, public and/or private institutions.

The main objective of the adult education programmes is to raise the level of education of the hearing-impaired in order that they are better able to compete in the job market and are better able to understand and participate in society.

GENERAL REASONS FOR SUBMISSION OF THE BRIEF

The adult education programmes for the hearing-impaired which are organized and administered by the Association (A.H.I.A.) address the educational needs and ambitions of the deaf and hard of hearing to a minimal degree. Nevertheless at this point the few courses the A.H.I.A. are able to offer are the only education programmes of its kind. This situation is critical especially realizing the demand expressed by the hearing-impaired for accesibility into adult education and the lack of response. This lack of response from educators results in the A.H.I.A. establishing its programmes. However, the A.H.I.A. is not an educating body and it does not desire to become such an organization rather, the Association is trying to sensitize school boards (PSBGM and CECM) as well as local CEGEP's to the educational needs of the hearing-impaired. The A.H.I.A. would participate in an advisory role but the educational insitution would be the administrators.

At this point in the province of Quebec, there is no CEGEP which is truly accesible to the hearing-impaired. If a hearing-impaired individual wishes to continue his or her education in an institution which provides the necessary support services, that individual must leave the province and/or the country. It is the hope that the commission will be better able to bring to the foreground and the need for impress upon educators, the hearing-impaired adult to have education programmes- both vocational and socio-cultural.

#### CLIENTELLE AND MANAGEMENT

The Association of Hearing-Impaired Adults is comprised of approximately 100 members. These people have various degrees of hearing impairment, (from hard of hearing to profoundly deaf) and communication skills. (From speech and lip-reading to sign language). The age range is from 18 to perhaps 70 and the majority of members are from francophone descent. Although hearing people are welcome to join as members, they are not allowed to nominate, vote for or sit on the board of directors.

There are seven board members who are elected each year (see appendix A). Four of the directors also chair four committees (see Appendix B). Members are encouraged to participate in these committees in order to ensure that the Association is dealing with issues as expressed by the clientel serves. All programmes and objectives are discussed at general meetings. Evaluations of teachers, course content and structure are done by the students at the end of each course term.

If any member of the hearing-impaired community requires information or special services, that person can contact the co-ordinator of the Association. The A.H.I.A. rents office space from Dawson College and the association also has TTY, (tele type communicator) which is the phone system used by deaf people. Continual interaction between the co-ordinator, the board of directors, the Association's members, the hearing-impaired community at large as well as the hearing world is an integral part of the organizational structure of A.H.I.A.

This communication network is a necessary tool used to ensure that the association continues not only to address the real needs of the community it serves but also resolves issues in a manner which satisfies its clientel.

#### EXPECTED DEVELOPMENTS

The Association is always looking to expand its services and its membership. It also is working towards establishing an improved exchange network of information and resourses. Not only amongst other hearing-impaired organizations but between anglophone and francophone agencies dealing with the hearing-impaired. This network would reach out to include government agencies as well.

WHAT LIES AHEAD

One of the services required by the hearing-impaired is an interpreter service. At present there are only 2 certified interpreters in the entire province of Quebec and both of these are English. In order to provide properly trained professional interpreters it is imperative that a proper interpreter training programme be established for both anglophone and francophone interpreters. At this point if an individual wishes to receive proper training, that person must go to the United States.

Another service which the A.H.I.A. is concerned in developing is a counselling. This includes all types of counselling: personal, family, vocational as well as educational. However again, the counsellors must be specially trained in the area of hearing-impaired and be able to communicate fluently in sign-language.

When these two afore mentioned services are available, the association will have gone a long way and yet it is just the beginning. The list of the needs is long (see appendix C) and perhaps indicative of just how inaccessible the hearing world is to the hearing-impaired.

ORGANIZATIONAL STRUCTURE

The Association is incorporated as a non-profit organization. It employs one co-ordinator and a part-time secretary. For the education programmes this fall, the Association has employed two sign-language instructors (one is a certified interpreter) three teachers of English (all certified - two of whom are deaf) three teachers of French (two are certified) and two audiologists as well as two teachers aids for the speech and lip-reading programme. The Association also is offering a five week session on law and life skills in which professionals are brought in to lecture on different topics while an interpreter is provided. The interpreter is paid by the Catholic School Board of Greater Montreal.

In 1979 funds for the education programmes were received through an OVEP grant issued by the Ministère de L'Education du Quebec. The Association itself came into existence through a DGEA grant in 1978. Appeals and briefs have been sent to the ministère informing them of the needs of hearing-impaired in the area of post - secondary and adult education. However, no response has been received as yet.

Just recently the Ministère du Travail et de la Main d'Oeuvre established a permanent post in Montreal, managed by a person who has the mandate of dealing with the hearing-impaired. Mme. Denise Beauchamp serves in many capacities. She needs to sensitize possible employers of hearing-impaired people as well as counsel the hearing-impaired employee. Working together with Mme. Beauchamp, the A.H.I.A. plans to set up an information workshop for the hearing-impaired revolving around such issues as: job hunting skills, employer-employee relations, on the job training and so forth.

It is anticipated that in the future, teams will be sent to present and potential employers of the hearing-impaired. These teams would be serve in a type of public relations function explaining certain aspects of hearing-impairment and offering classes in communication skills and promote understanding between the hearing-impaired employee, his fellow (hearing) workers and the employer.

Since the formation of the Association, contact has been made and maintained with schools for the deaf across Canada, Gallaudet College in Washington D.C. (the only university for the hearing-impaired in the world.) National Technical Institute for the Deaf in Rochester N.Y. various other schools across the United States offering programmes to the hearing-impaired, the Canadian Co-ordinating Council on deafness, the Canadian Association of the deaf, the Quebec Council for the Hearing-Impaired, L'Association pour les enfants avec problèmes auditifs as well as l'office des personnes handicapés du Québec.

The Co-ordinator of the Association has attended conferences on adult education, support services and education for the hearing-impaired in general, in several cities including Washington, Rochester, Toronto, and an international conference in Hamburg, Germany on deaf education. Information gathered at these conferences is available to the members of the Association. Reports summarizing the conferences are also distributed to all Association members.

#### ADMINISTRATIVE STRUCTURE OF EDUCATION PROGRAMMES

The English and the French courses offered this fall are divided into three levels; beginner, intermediate and advanced. Text-books and workbooks used are designed for students learning a second language. Individual work is encouraged and class size is kept at a maximum of fifteen students to maximize comprehension and minimize misconceptions. All teachers employed by A.H.I.A. to teach languages must be able to communicate in sign-language. In the case of the law and life skills programme where professionals come in to do one workshop a week, an interpreter is used. For the sign language courses text-books are provided and the number of students is kept at an even number so that people can work in pair to give as well as receive signs. The speech and lip-reading classes require an audiologist as well as a teachers aide experienced in this method of communication.

Teachers are recruited from various schools for the hearing-impaired in Montreal. They are asked to submit a resumé and are interviewed by the board of directors.

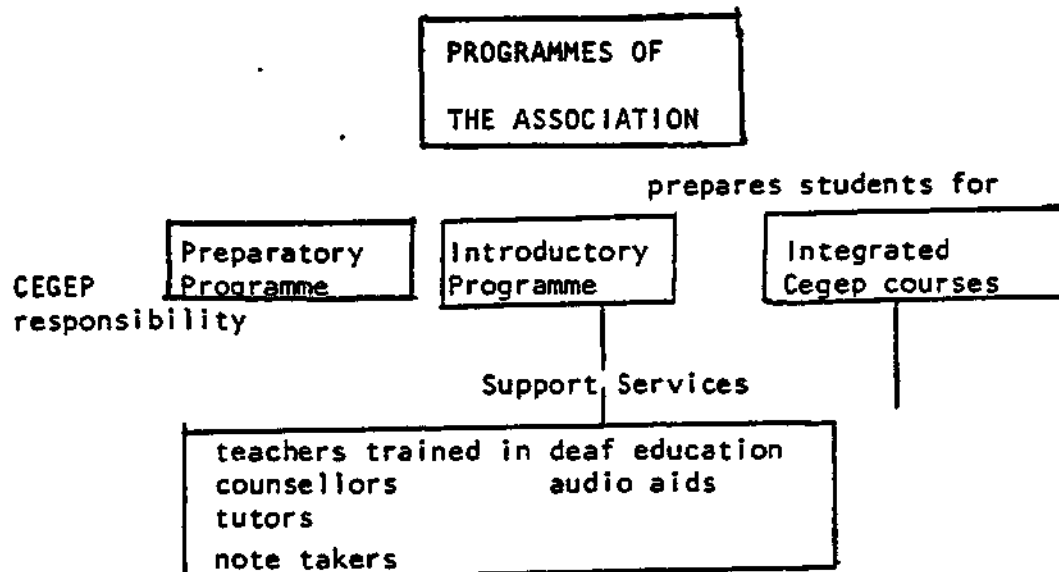
## SOLUTION

### STRUCTURE OF A PERMANENT CONTINUING EDUCATION PROGRAMME FOR DEAF ADULTS

Association realizes that it alone is not able to satisfy the educational needs of the clientele it serves. Consequently the Association has developed the following appeal.

The educational needs of the hearing-impaired are as varied as the personalities of the individuals themselves. However, the Association has identified a general need and is attempting to deal with it. This general need is seen as the upgrading of education of the hearing impaired community. By means of the interest courses offered by the Association, the students are getting that basic upgrading and are consequently better prepared to participate in higher levels of education. An off-shoot of the education programme is an attitudinal change toward education in the deaf community. Individuals participating in the various courses are beginning to realize that education is a possibility and necessary for personal growth and development, however they are also realizing that education facilities are not accessible to most hearing-impaired. The Association has researched the education programmes offered to the hearing-impaired in other communities and using the information compiled from these schools, as well as information gathered from many meetings with professionals in education (for the hearing as well as the deaf.) The following programme structure has been devised. The A.H.I.A. programmes are included in the chart only as a frame of reference. As was previously outlined it is anticipated that eventually these courses will be administered by the proper educational body.

#### EDUCATION PROGRAMME STRUCTURE



PREPATORY PROGRAMME

This programme would serve to fill the education gaps suffered by the average deaf student. Courses such as basic language comprehension, development of writing and reading skills, basic sciences, mathematics as well as a self awareness would be incorporated at this level. These would be courses offered exclusively to the deaf students and would therefore require teachers with special skills as well as a course structure accommodating the learning needs of the deaf individual.

INTRODUCTORY PROGRAMME

General information courses introducing the student to specific college areas of study would make up this second level. Geared specifically to the student who wishes to pursue an academic career, this level would serve as an education base. Included in this area would be sessions with academic, personal, as well as career counsellors. Many beginner courses now available at the CEGEP level would fall into this level and consequently most courses would be integrated. At this stage then, the deaf student would require all or some of the support services.

CEGEP

Any hearing-impaired student with the proper academic background could be mainstreamed into the courses presently available at CEGEP. It is essential that all the support services be available to students at this level to ensure that individual needs are met and to minimize the chances that a student fail due to his sensory handicap.

The type of programme we have outlined has been instituted successfully in several schools across North America. Therefore there is a wealth of information available to the Association and Colleges, should colleges commit themselves to implementing such a programme. This, combined with the support of professionals that we have received thus far, should insure the success of this programme and result in Quebec having the first Quebec CEGEP accessible to the hearing impaired community.



APPENDIX A

REGLEMENTS GENERAUX

ASSOCIATION DES ADULTES AVEC LES PROBLEMES AUDITIFS

## REGLEMENTS GENERAUX

### CHAPITRE I

#### DISPOSITIONS PRELIMINAIRES

ART. 1.

##### NOM

L'association est dorénavant reconnue et désignée sous le nom "L'Association des Adultes avec les Problèmes Auditifs".

Pour les fins des présents règlements l'Association des Adultes avec les Problèmes Auditifs est désignée par le mot Corporation.

ART. 2

##### INCORPORATION

La Corporation a été constituée par lettres patentes selon la troisième partie de la Loi des Compagnies.

ART. 3

##### SIEGE SOCIAL

La siège social est à Montréal et le bureau principal sera à telle adresse civique que pourra déterminer le conseil d'administration, par résolution.

ART. 4

##### SCEAU

Le sceau de la Corporation est celui qui apparaît en marge.

ART. 5

##### CHAMP D'ACTION

Il a pour champ d'action le territoire de l'île de Montréal et il peut acquérir des biens immobiliers à l'extérieur de ce territoire pour le bénéfice de ses membres.

ART. 6

##### BUTS

- a) Regrouper les adultes avec les problèmes auditifs.
- b) Promouvoir et développer les programmes concernant les besoins et les préoccupations des adultes avec les problèmes auditifs.
- c) Offrir des services pour le bien-être, les loisirs et l'éducation des adultes avec les problèmes auditifs.
- d) Sensibiliser la public aux besoins des adultes avec les problèmes auditifs en matière de bien-être, de loisirs et d'éducation.

CHAPITRE II

MEMBRES

ART. 7

CATEGORIES

Il y a deux catégories de membres: les membres actifs  
les membres honoraires.

ART. 8

MEMBRES ACTIFS

Catégorie A. Les représentants d'organisations vouées aux  
handicapés essentiellement sourds ou durs d'oreille.

Catégorie B. Les représentants d'organisations vouées aux  
handicapés dont le but premier n'est pas essentiellement  
les sourds et les durs d'oreille mais qui s'intéressent  
à leur sort.

Chaque organisation entrant dans cette catégorie a droit à deux  
représentants.

Catégorie C. Des individus choisis par le conseil d'administration  
personnellement concernées par les sourds et les  
durs d'oreille et dont l'expérience peut être utile  
à la Corporation.

Le nombre total de membres de cette catégorie ne peut excéder 10%  
du total des membres actifs.

Seuls les membres actifs sourds ou durs d'oreille peuvent faire  
partie du conseil d'administration et nommé et élire les membres  
de ce conseil d'administration.

ART. 9

CONDITION D'AFFILIATION

Afin d'obtenir leur affiliation à la corporation, les organisations du  
type A et B doivent:

- a) Produire une copie de leur charte et/ou de leurs règlements.
- b) Si l'organisation est un service ou un département d'un organisme  
reconnu, produire une lettre officielle l'autorisant à s'affilier  
à la corporation.
- c) Fournir tous les ans la listes des membres de son conseil  
d'administration.
- d) Participer aux activités de la corporation.
- e) Suivre les règlements de la corporation.
- f) Payer la cotisation annuelle.

Les membres de la catégorie C doivent satisfaire aux conditions  
indiquées aux paragraphes D, E, et F.

ART.10

CRITERE DE MEMBRE

L'organisme voulant devenir un membre affilié doit :

- a) être une société sans but lucratif
- b) être en opération au moment de son affiliation.

ART.11

PARTICIPATION FINANCIERE

Le conseil d'administration fixe le montant de la cotisation annuelle à être payée par chaque membre actif et le non paiement de la cotisation peut conduire à l'expulsion de ce membre.

ART.12

MEMBRES HONORAIRES

Le Conseil d'administration peut nommer membre honoraire toute personne à laquelle il veut rendre un hommage particulier.

ART.13

POUVOIRS

Ces personnes ne peuvent pas être en même temps membres actifs.

CHAPITRE IIIASSEMBLEES GENERALESART.14 DIVISIONS

Les assemblées générales sont:

- a) annuelles
- b) spéciales

A. ASSEMBLEE GENERALES ANNUELLESART.15 CONVOCATIONS

L'assemblée générale annuelle doit avoir lieu le dernier lundi du mois d'avril de chaque année. Tous les membres actifs doivent y être convoqués par écrit au moins un mois à l'avance. L'avis de convocation doit indiquer que la cotisation annuelle est payable avant la dite assemblée.

ART.16 QUORUM

Le quorum est du tiers (1/3) des membres actifs enregistrés dans les livres de la Corporation.

ART.17 ORDRE DU JOUR

On doit à cette réunion:

- a) Présenter les rapports généraux des activités et des états financiers.
- b) Procéder à l'élection des membres du conseil d'administration pour les prochains douze (12) mois
- c) Nommer un président et un secrétaire d'élection avant de procéder aux élections. Ces personnes doivent être des membres actifs.
- d) Nommer un vérificateur qui aura fonction de vérifier les livres de la Corporation et de formuler une opinion sur le rapport financier annuel à être présenté à la prochaine assemblée générale annuelle. Il demeure en fonction jusqu'à l'assemblée générale annuelle suivante.

ASSEMBLEE GENERALE SPECIALEART.18 NATURE

L'Assemblée générale spéciale est une assemblée générale convoquée par le conseil d'administration ou par les membres actifs pour un objet défini, suivant les formalités prévues par la loi.

ART. 19

CONVOCATION

Sur demande écrite de pas moins du dixième (1/10) des membres actifs, le secrétaire est tenu de convoquer une assemblée spéciale dans les huit (8) jours suivant la réception de la demande. L'assemblée doit avoir lieu dans les quinze (15) jours suivant la dite convocation. Il sera loisible également au président de convoquer de telles assemblées. L'avis de toute assemblée générale spéciale doit indiquer le sujet motivant cette assemblée.

ART. 20

QUORUM

Le quorum sera du tiers (1/3) des membres actifs enregistrés dans les livres de la Corporation.

CHAPITRE IVCONSEIL D'ADMINISTRATION

ART. 21

COMPOSITION

- a) Le conseil d'administration doit se composer de sept (7) administrateurs.
- b) Les administrateurs élisent parmi eux un président, un vice-président, un secrétaire et un trésorier.
- c) Tous les administrateurs sont élus pour un an et sont rééligibles lors de l'assemblée générale annuelle.
- d) Les administrateurs ne peuvent être que des membres actifs sourds ou durs d'oreille.
- e) Le même organisme ne peut pas avoir plus de deux (2) administrateurs sur le conseil d'administration.

ART. 22

QUORUM

Le quorum sera de 4 membres.

ART. 23

CONVOCATION

Le conseil d'administration peut se réunir aussi souvent qu'il le juge nécessaire et au moins cinq (5) fois par an.

ART. 24

VOTE

Chaque administrateur, officier ou non, a droit à un vote.

ART. 25

POUVOIRS

- a) Le conseil d'administration vaque à l'exécution des décisions prise lors de l'assemblée générale.
- b) Il exerce les pouvoirs et accomplit les actes prévus par les présents règlements et tous ceux que la loi lui permet dans l'intérêt de la Corporation.

- c) Il administre les biens de la Corporation. Personne ne peut engager les fonds de la Corporation sans une décision du conseil d'administration.
- d) Il choisit la banque ou la Caisse populaire où les fonds de la Corporation seront déposés.
- e) Il désigne trois (3) membres pour la signature des chèques (dont le président et le trésorier, deux sur trois étant obligatoires)
- f) Il remplace par un membre actif tout membre du Conseil d'administration qui a cessé de remplir ses fonctions avant la fin du terme.
- g) Il fixe la cotisation à être payée par chacun des membres actifs.
- h) Il doit faire approuver par les membres actifs à une assemblée générale spéciale, toute décision engageant les fonds de la Corporation pour une période dépassant son mandat.
- i) Le conseil d'administration a le pouvoir d'engager du personnel qu'il devra employer en accord avec la description emploi qu'il aura établi.
- j) Le conseil d'administration peut désigner une personne ou plusieurs pour prendre la responsabilité d'engager du personnel.
- k) Le conseil d'administration a le pouvoir d'engager un coordonnateur dont les qualifications et les responsabilités doivent répondre aux exigences suivantes:
  - 1) Etre responsable vis à vis le conseil d'administration.
  - 2) Adopter les points de vue de l'association.
  - 3) Représenter l'association à des occasions désignées par le conseil d'administration.
  - 4) Avoir le mandat d'agir au nom de l'association.
  - 5) Ne pas prendre de décisions sans autorisation du conseil d'administration.
  - 6) Connaître ou vouloir apprendre le langage par signe.
  - 7) Avoir un compréhension de la situation des sourds et des durs d'oreille.
  - 8) Il peut être remplacé sur décision du conseil d'administration avec un (1) mois d'avis préalable.
  - 9) Etre le gardien de toutes les informations et documents et archives.
  - 10) Avoir une connaissance pratique du Français et de l'Anglais.

Tout membre du personnel autre que le coordonnateur engagé a temps pleins ou à temps partiel doit répondre aux conditions 1,2,3,5, 6, 7,8 et 10.

ART. 26

ELECTIONS

Les administrateurs sont élus par vote secret par les membres actifs convoqués en assemblée générale.

ART. 27

ANNEE FISCALE

L'exercice financier prend fin au trente et un (31) mars. Les états financiers doivent être préparés par un vérificateur et approuvés par le conseil d'administration pour l'année se terminant à cette date et être soumis à l'assemblée générale annuelle.

ART. 28

OFFICIERS

- a) Les officiers sont le président, le vice-président, le secrétaire et le trésorier.
- b) Les officiers sont élus par et parmi les membres du conseil d'administration à la première assemblée suivant l'assemblée annuelle.

CHAPITRE V

FONCTIONS DES OFFICIERS

ART. 29

LE PRESIDENT

- a) Il préside toutes les assemblées du conseil d'administration et toutes les assemblées générales de la Corporation.
- b) Il agit en tant que président de toutes les assemblées ci-dessus mentionnées et de ce fait décide de l'ordre du jour et fait observer le protocole des assemblées délibérantes.
- c) Il veille à l'application des règlements.
- d) Il veille à ce que les autres officiers et les responsables des comités remplissent leurs devoirs respectifs.
- e) Il signe les chèques avec le trésorier et les procès-verbaux des assemblées qu'il préside, avec le secrétaire.
- f) Il ne peut faire aucune proposition, mais il lui est loisible de faire des suggestions et de donner son avis sur tout sujet de délibération.
- g) Il a droit de vote comme tout autre membre, mais aux assemblées générales, en cas d'égalité de voix, il a un vote prépondérant.

ART. 30

LE VICE-PRESIDENT

- a) Il aide le président dans toutes les affaires de la Corporation.
- b) Il remplace le président quand celui-ci est absent à une assemblée.
- c) En cas d'absence prolongée ou de démission du président il assume les fonction de ce dernier jusqu'à la nomination d'un nouveau président par le conseil d'administration.



ART. 31

LE SECRETAIRE

- a) Le secrétaire dresse les procès-verbaux des assemblées de la Corporation. Après approbation par l'assemblée il les transcrit dans un livre qui lui est fourni à cette fin. Il signe les procès verbaux avec le président.
- b) Il conserve à la fin du livre de la Compagnie le nom de tous les membres actifs en inscrivant la date de leur nomination et celle de leur démission s'il y a lieu.
- c) Il a la garde de tous les documents et archives de la Corporation.
- d) Il fait les convocations et prépare de concert avec le président les ordre du jour.
- e) Il rédige, reçoit et conserve toute la correspondance officielle de la Corporation.
- f) En cas d'absence du secrétaire, le conseil d'administration en nomme un "pro-tempore"

ART. 32

LE TRESORIER

- a) Il voit à la tenue des livres de comptabilité de la Corporation.
- b) Il signe, concurremment avec le président, tous les chèques tirés sur la banque ou la caisse populaire où les fonds de la Corporation sont déposés, pour payer tous les sommes autorisées.
- c) Il fait tout paiement par chèque pour les sommes dépassant dix dollars (\$10.00)
- d) Il a la responsabilité de la petite caisse et du compte en banque.
- e) A chaque assemblée il fait part des dépenses et des recettes encourues depuis la dernière assemblée.
- f) A la fin de l'exercice financier, il transmet au vérificateur ses livres de comptabilité pour être vérifiés et il en dresse un rapport pour l'assemblée générale annuelle.

CHAPITRE VI

LES COMITES PARTICULIERS

ART. 33

FORMATION

Le conseil d'administration peut créer des comités particuliers et établir les règles relatives à leur fonctionnement. Le responsable de chacun de ces comités est choisi par le conseil d'administration.

ART. 34

RAPPORTS

Les comités particuliers doivent, sur demande, faire rapport de leur travail au conseil d'administration.

ART. 35

POUVOIRS

Les comités particuliers traitent seulement des objets pour lesquels ils ont été formés et relèvent du conseil d'administration.

CHAPITRE VII

AMENDEMENT ET DISSOLUTION

ART. 36

AMENDEMENT

- a) Le conseil d'administration peut adopter des règlements nouveaux, abroger ou modifier ceux qui sont en vigueur
- b) Les amendements devront être approuvés par un vote de deux tiers (2/3) des membres actifs présents, à une assemblée générale convoquée spécialement à cette fin et notifiée au moins trente (30) jours à l'avance.

ART. 37

DISSOLUTION

- a) La Corporation ne peut être dissoute que par le vote des quatre cinquième (4/5) des membres de la Corporation présents, à une assemblée générale spécialement convoquée dans ce but par un avis de trente (30) jours donné par écrit à chacun des membres actifs.
- b) si la dissolution est votée, le conseil d'administration devra remplir auprès des autorités publiques, les formalités prévues par la loi.

ASSOCIATION DES DEMIS-SOURDSCOMITÉS:

L'Administration des Directeurs ont demandé aux membres de A.H.I.A. de participer dans 4 différents comités. Chaque comité a un directeur de l'Administration comme président afin que le travail accompli par le comité est soumis à l'Administration. Les comités, donnent aux membres de A.H.I.A. une meilleure chance de donner leurs idées et suggestions à l'Administration. Aussi, travaillant avec un comité aide les personnes à comprendre A.H.I.A. et donnent aux gens une manière de fortifier que A.H.I.A. offre la sorte de programmes et services que les gens veulent.

PROGRAMME DU COMITE:

Il suggère que l'Administration la sorte des programmes dans lesquels les membres de A.H.I.A. sont intéressés. Ceci renferme l'éducation tout comme les activités récréationnelles et sociales.

Par exemple, les membres du comité peuvent suggérer à l'Administration également la meilleure manière d'avoir des membres nouveaux et comment annoncer les programmes de A.H.I.A. Ces membres sont responsables pour l'aide pendant l'enregistrement des programmes.

LE COMITÉ DE L'INFORMATION:

Le comité de l'information, comme le nom le suggère, est responsable de recueillir l'information. Par exemple, les choses tel que, se procurer de bons appareils auditifs des nouveaux T.T.Y. les différents clubs qu'il y a. Toute cette information sera alors disponible aux membres de A.H.I.A. A chaque rencontre générale de A.H.I.A. le comité de l'information dira les différents événements qui ont lieu à Montréal ou ailleurs pour les personnes avec problèmes auditifs.

Le Comité des annonces

Ce Comité est responsable de la brochure, des posters, et tout ce que l'A.H.I.A. aurait besoin. Si d'autres comités qui veulent faire annonces quelque article aux membres de A.H.I.A. contacteront ce comité.

Comité des volontaires

Trés souvent, l'A.H.I.A. est demandé par des gens pour aller dans des hôpitaux, pour aider des patients avec problèmes auditifs. Organiser ces visites serait une des responsabilites de ce comité. Si nous faisons partie d'un exposition, ce comité serait responsable d'organiser ce travail. Ce comité sera aussi demande pour aider un travail d'un autre comité.

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## APPENDIX C

### Association of Hearing-Impaired Adults Executive Committee

October 21, 1978

The following list of needs of the hearing-impaired were drawn up:

- 1) Increased interaction is needed between the deaf and the hard of hearing in order to exchange ideas, common concerns and establish a unified front to deal with issues which are faced by the hearing-impaired at large.
- 2) An education programme for parents of hearing handicapped children needs to be set up. These programmes should inform parents of all aspects of deafness as well as offer information about various education programmes, technical aids and deaf organizations.
- 3) Counselling services with staff who are specialized in the area of hearing-impairment and have good communication skills.
- 4) Interpreter training programme.
- 5) Professionals working with the deaf should participate regularly in workshops on deafness in order to increase awareness and understanding.
- 6) An ongoing public relations programme needs to be organized to increase public awareness.
- 7) An upgrading of education programme.
- 8) Accessibility to post-secondary education- both academic and vocational programmes.

- 9) Continuing education programmes structured specifically for the hearing impaired.
  - 10) Leadership-training programmes should be part of the school curriculum for the hearing-impaired.
  - 11) A university for the deaf based on a similar structure as Gallaudet College in Washington D.C. (the only such school in the world).
  - 12) A community centre for the hearing-impaired needs to be built. This centre should consist of sport facilities, conference rooms and apartments for senior citizens.
  - 13) Public agencies must have TTY services so that they are accessible to the hearing-impaired.
  - 14) Speech and lip-reading courses need to be set-up.
  - 15) Sign-language classes for the hearing and deaf should be available.
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