

WASSUP
WINTER 2019

BOARD LEVEL SPECIAL EDUCATION PARITY COMMITTEE

Temp Extra Hours Update

Gail sent out the update yesterday. It remains the same as the one presented at the June Management Meeting: temp extra hours no longer exist this year as schools cover this with ministry grants. The committee won't know if the schools allocate temp extra hours. These hours are adjusted regularly within schools depending on current need. Megan asked the amount of school envelopes, whether a report per school could be done to have an idea of how the monies are spent. Jeff explained that this will be difficult to track, each envelope is incorporated into the schools' global budgets, and schools have rules to follow regarding disbursements. Jeff suggested that the electronic Annex B might work for teachers; the form was sent out to support staff but not all have been returned. Jeff will report at the next meeting. Megan wondered if the monies could be used for tangible items and, while each grant has a specific use, some could fund materials or PD. Gail noted that this is additional work for teachers, professionals, and principals, especially with the influx of last year. Megan said that she's receiving less calls this year for help, Jeff replied that while last year had growing pains, this year more workloads are being topped-up to free up the teachers. Megan asked if finding staff is easier this year; Jeff said staffing is going ok, still looking for a few SETs. The October 3-day workshop to be attended by 130 from ETSB is a challenge.

School/Centre Tour

Megan had suggested this tour be redone but a date for a planning meeting was not set. We do not have a Support Staff Union President and are waiting for one to be named. All agreed that we will wait for Support Staff Rep to call a planning meeting.

Resource Adult Ed

Michel Soucy is currently managing this file and, in Kandy's absence, this has not yet been discussed with him. Jeff explained that grants given this year to Voc Ed

are split between the two centres and allowed for a pedagogical consultant to be hired. New Horizons has hired a Special Education Tech and a Social Worker. These grants are not presently shared with the CSVDC as they have professionals.

Flight Risk

Megan asked whether this was brought up at the Principals' Table. Best Practices to be discussed at a future Principals' Meeting.

Transgender Youth

Principals have had the sensitization training and they feel this is progressing well in the schools. RRHS has experience and there seems to be a positive response. Galt has worked through some challenges and it is going well now. MV provided training to teachers which was beneficial. Elementary level students are increasingly starting to talk about gender issues. Gabrielle Bouchard gives presentations and only requests a donation. Julie will send her contact information to principals. Megan pointed out that teacher awareness needs to be developed in order to recognize behaviours linked to trans issues. Phil agrees that training in elementary is better than waiting for students to reach high school. Does this subject come up in the new sex education program? Are teachers ready to handle open disclosures (i.e. in class) from kids with regard to sexual abuse? The Care Cat Program is very well organized and schools may still have it. Gail confirmed that the principal and professional are the first contacts. Megan said that she brought the issue to Parent Commissioners and that there's openness at the elementary level.

Action plan for Safe Schools

Bill 56 Action Plan to for Safe Schools. Megan said that the original document had a section related to violence against staff. The original document has been adjusted by each school.

Organization of Professional Services

OTs are in place from the start of year: Nadia in the elementary schools of the MV section and Audrée-Jeanne in the elementary schools of GALT and RRHS

sectors; A psychologist is hired and is doing an internship with Donna Reid. Suha Helal will be working in 4-5 MV feeder schools.

IEP Release Monies Proposal (Measure 30059 & 30322)

Gail presented a chart with the release days and the amounts remain the same as last year. Schools used all their days last year. Jeff stated that IEP numbers were taken in February-March of the prior year to calculate the current allocation.

Coded Students

There are currently 346 students with a ministry code, a slight decrease from last year (352); previous years were 328 and 339. This represents approximately 7% of all students. Documentation is slower to arrive and there are currently 35 open files that may result in a ministry code. A teacher asked about allocations and Gail stated that the verification list will be ready by November or December. Unfortunately, no advance preparation is possible for the verification list as we do not know which 20 students will be

Support Staff Workshop on November 9th

Gail presented the chart with all the choices of workshops; the final scheduling will be based on the workshops that have the most requests and we are hoping everyone will get at least 2 or their 4 choices. Jennifer Hall is coordinating. There will be three 75-minute presentations during the day and will take place at the Galt library. It was asked if a workshop on Girls & Autism could be arranged? Elementary schools could request this from their OTs or the Centre of Excellence for Autism. A list of those registered will be sent to principals for their follow-up. It was asked if the expense code could be shared with principals.

Support Staff Replacement

Megan asked about the procedure to allow breaks for the handicapped students' Support Staff. A principal said that they have scheduled breaks with other Support Staff replacing them. This is scheduled by the Principals often with the help of the Resource Teachers.

Evacuation Plan for Handicapped Students

A teacher indicated concern regarding students in wheelchairs at DES as Fire Departments no longer prepare evacuation plans for schools. What is the procedure? DES has been asking other schools for input. Gail said that Emmanuelle is the contact person for LERT.

Mesure 30810

the new form no longer has a space for the school to indicate which equipment it is requesting for the student. Gail replied that it is really about the needs of the student and the best equipment to meet that need. As the Chromebook is now distributed from Grade 5 up, there are fewer requests. However, mesure equipment can be used by the student over the summer if the document is signed. If a Chromebook best meets the student's needs but a student has been issued other equipment under the measure, a request can be made to change to a Chromebook.

SPECIAL EDUCATION TEACHER PARITY ADVISORY COMMITTEE

Adult Ed & Vocational Concerns

Under Measure 15197, a new grant for vocational training only: \$62,772.00. Two thirds will go to LVTC where an educational consultant has been hired; one third to CBM to help pay for the professional services offered at the centre. The other mesure, 15191, \$3 853.00 is divided between the centres. LVTC uses the money to pay for services.

Representation

Jeff Pauw explained the role and the history of this committee, it is one of three committees for Special Needs students: **1. Site-based Committee** **2. Board Parity Committee** **3. Special Education Teacher Parity Advisory Committee** has the mandate to give its view on the drawing up of policies and make recommendations. This committee represents the Youth Sector only (Elementary and High Schools). There is no mention in its mandate regarding Adult or Vocational Training schools. There have been some changes over the years but have never officially looked at Adult or Vocational Training, as per the collective agreement in place. Megan Seline sees an opportunity for representation from all sectors, including vocational training centres and found no rules against it.

She feels that it is important for the Centres to see what's happening in the youth sector, a representative could serve that purpose. Jeff Pauw noted that the protocol in place to follow: Centre Directors to contact board Director with their needs and concerns. Megan suggested one representative could communicate information to the others. The grants now being received from the ministry shows that we're advancing. This committee doesn't allocate funds as that is the role of the board committee. A principal suggested that all members reflect on this and come back to the issue at the next meeting.

WATCH Action Plan

Gail Kelso mentioned that it was expressed that the WATCH Action Plan may be seen as extra work for teachers. She passed out excerpts from the ETSB policy and from the Collective Agreement. The Action Plan was developed by teachers on this committee and was supported as being a tool to lessen their workload and make it more effective. It was noted that it's very hard to change teachers' perception of the Action Plan. The Action Plan as an important method of documenting the services received by a student and is less cumbersome than an IEP. Perhaps sharing the flowchart (from Policy) would encourage a better understanding of the process. This could be done with Principals and/or Resource Teachers. It was suggested that this could also be used in the adult sector. A teacher asked whether the Action Plan should be kept in the student's file, even after an IEP is produced. Gail responded that it should be, especially in the case of needing to show evidence of actions taken for the student.

Verification

The process is no longer called Validation, also called Quality Assurance. CES received a list of 20 students, each student having received a code prior to September 30th. Schools have been notified to send necessary information. We're still waiting for the English version of the fiche from the Ministry. It has been indicated that boards not meeting the expected success rate of 95% will have an audit of additional files. Some High School students' Validation files go back 11 years; we need to document why the student still qualifies for the code, written documentation is essential, i.e. end-of-year reports, etc.. Verification will be discussed at next week's Principals' Table.

Upcoming Training for Teachers

December 7th: Flexible Seating– K and Cycle 1 teachers January 28th:
Workshop on Phonological Awareness – K, Cycle 1 and RT – 100+ people
March or May: Dr. Steven Shaw: Students with Mild Intellectual
Disabilities February 11-12: LCEQ Conference, 40 attendees from ETSB; Mental
Health March 11: Workshop on Developmental Coordination Disability; March
29: Workshop on Sensory Integration.

EQDEM RESULTS

PowerPoint Presentation of “Québec Survey on Child Development in Kindergarten 2017 – A Few Results for the ETSB”, showing the percentage of kindergarten students who are vulnerable in at least one area. The Anglo population is more at risk. With regard to Anglo School Boards throughout the province, the ETSB has the highest rate (46.1%) of students arriving at school with vulnerability in at least one of the 5 areas. Other boards range from 41.4% to 27.5%. The ETSB is among the boards with the highest percentage of students with IEPs in the province and we have a higher rate of students with ministry codes than some of our neighbouring Francophone Boards, which the EQDEM data supports. Gail expressed that we have a need for more Resource Teachers. Transition Agents, new this year, are being hired as part of a new Measure.

Site-based Special Needs Committees

Megan indicated that not all schools have a site based special ed committee this year. Resource Teachers are not necessarily the chair of the committee although this is often the case. It was noted that in some schools it's getting harder to find participants. Gail will indicate to principals that a committee should be in place.

QPAT Focus Groups

Megan reported that the provincial –level union has placed Special Needs at the top of the Agenda. ATA sends representatives to participate at meetings and those attending have been very pleased with the results.

Vocational Training Oversize Compensation

CBM has asked for the procedure to follow in cases of oversized classes. Jeff explained that the same rules apply for oversize compensation and that the Centres receive the same information as the schools. The Director must fill out the form, the teacher signs, etc.

SLP Sherbrooke:

Megan visited SES and found difficulties with SLP support. Gail explained that we currently have no SLP for SES, LES, Sawyerville, Cookshire, Pope, and ADS. She looked at having a central location and has requested service in Montreal but schools have not indicated that this would be feasible. We now have one day per week with an external clinic, Les Loupiots for priority cases. We continue to make efforts to recruit. The French language requirement, to become a member of L'Ordre is an added challenge for out-of- province professionals.

Adult Ed Concerns

LVTC has no concerns for now, is encouraged by the interventions done. Megan asked Jeff to explain the new Mesures. Jeff responded that a new grant was given to the Vocational Training Centres, a split was worked out with our two vocational schools and Adult Ed in Sherbrooke also received additional funds the situation at CBM Adult Ed is not yet clear. It was asked if Chromebooks are covered under Measure 30810 for the adult sector. They are not but they are more affordable than previous equipment. Megan announced that QPAT will have a new committee to focus on special needs and will include vocational and adult education.

Resource Teacher Allocation 2018-19

Gail presented a document – no changes from a year ago. Jeff said that there was only one 0.1% increase at an elementary school and that High Schools were allocated one each.

New Resource Teacher Training

Gail said this was a major project last year and the handbook was shared electronically with all Resource Teachers. Six attended the workshop last week and it was very encouraging to see the calibre of new Resource teachers despite the lack of training available in English.

IEP Questions / Clarifications

Megan asked whether the number of communications with parents as stated in the official document was correct. Gail said yes, there should be monthly communication, 10 per year. The communications can take place through

physical meetings by invitation to parents, phone calls, emails, open houses, or parent-teacher interviews. The IEP process is the same for elementary and high schools as stated in the ETSB policy which is on the ETSB website. There is a variety of ways schools divide the IEP writing but we are increasingly moving towards the classroom teacher taking responsibility. The ISM system is not the most user- friendly. A principal noted that only the school secretary can delete the IEP, with the written record kept in student's file. MEES will change all programs to MOSAIK; until then the ISM system won't change. MOSAIK has entailed much training for the Finance and Payroll departments, so there may not be great improvement. IEPs are distributed by group at MVHS. At LVTC an IEP is received only if transferred with a student, they have one this year; There is no electronic access to past years' student IEPs, only paper versions. There are still discrepancies between versions of IEPs in various schools and school boards but the situation is improving.

WATCH Action Plan

Is the WATCH action plan still being used in schools? DES uses it in Kdg and Cycle 1. They try the Action Plan before using an IEP; same thing at LES. At Parkview it is seen as causing extra workload on teachers but it's being used. MVHS is seeing fewer IEPs so WATCH must be used more; Information on how to file/store an Action Plan or IEP can be found at the bottom of the form. It should always be placed in the confidential file. Megan noted that the IEP process seems overwhelming at GALT and that they don't seem to be informed about WATCH. Principals have presented WATCH to staff and it is a tool that often precedes an IEP so it may be used more in elementary schools. IEPs can be closed by the school team following an ad-hoc meeting.

Representation

Megan indicated the desire to have teacher representation from all sectors and wondered if it would be possible to increase representation with an observer for Special Ed / Vocational / Adult. Jeff and Gail responded that, unlike TAC, SETPC is a parity committee with voting rights. Jeff will check the raison d'être of the committee and will bring this back to the next meeting. There is a provision that allows for a guest with expertise in Special Ed. This committee addresses the youth sector, not the adult sector. Megan noted that other unions have a Board but not a Teachers' Parity Committee. The Teachers Parity Committee is a long-standing tradition at the ETSB; it actually existed before the Board Parity

committee. .

Site Based Special Needs Committee

Megan asked if there is a section in the Special Needs Binders about site-based Special Needs Committees. Gail answered that there is nothing specific to the operation of site-based committees. Megan suggested that this be added or expanded, with a clearer mandate.

WATCH Action Plan

Megan noted that a lot of time and effort is put into the Action Plans. Are they still useful? Gail noted that schools are encouraged to use them and the template is made available. A principal stated that they are not used by MVHS feeder schools during transition meetings but further discussion noted that they are often used mainly in cycle 1 and then become an IEP. A principal noted that it is not a clear if the Action Plan should go in the confidential file or the permanent file. She stated that it would be beneficial that this be uniform across the board. A teacher noted that she puts them with the IEPs, since the Action Plan is the first step. A principal suggested that there be a checklist for special needs dossiers, as with the permanent files.

EQDEM Results:

Megan asked for further clarification on the role of the Transition Agent. Emmanuelle noted that this is a Pedagogical Services dossier, but explained that the transition agent is meant to facilitate the transition between the home or daycare and the school system. He/she works with the community partners and the schools to make the transition as smooth as possible. The agent will sit on different tables in the region, listen to what is being done, and bring the information back to the school system. They will work with the kindergarten and cycle 1 teachers Jeff explained that the schools received small allocations for this purpose. They could either hire one person for their school, or pool their monies together between a few schools in order to hire together. The monies are limited, even when pooled together.

TEACHERS' ADVISORY COMMITTEE

Consultants presentations

Jody Meacher (Technology Integration) – Her role is to move technology forward by supporting teachers in their professional development. She is not an app reviewer and does not keep a database of apps that still run on the machines. Nor is she a travelling road show for the demonstration of new technology. Her mandate is to support teachers with the integration of the technology that is being integrated into the classrooms. She is there to help with the pedagogical use of iPad, Chromebooks and robotics kits that were purchased with entente money. She is promoting the regular use of technology throughout the subjects in a way that is student centered and will empower learners. Technology that supports learning and good teaching combines with UDL (universal design for learning) and looking at the different uses of technologies for different students. Every student deserves the opportunity to be a digital citizen and not just hear about what it is from a teacher at the front of the class. Jody is in each of the three high school for a few days at a time as well as some elementary school from last year and also a few new ones. To support individual teachers' needs she is creating online spaces through tutorials, email, and google hangouts. Some of the projects she is involved with this year: A continuation of connect online with only beginners, each week they did one thing and there is some money to continue this initiative. Bootcamp for google level 1 classroom – fundamentals training. There is also extra money through the plan numeric – RAC resource allocation committee – schools have money to release teachers for technology training. She will be working with principals to make sure the money gets used to move technology integration forward. Project culture shift – is the framework to brainstorm help your own school move technology integration forward. This workshop will be in the spring for school teams. She is also working to set up the Chromebooks for ministry exams at the end of the year. Career development – her 2nd hat she is a support for teachers. Marty states that the teachers are still looking for the Chromebook equivalents from the switch over from iPads. Jody says teachers can still contact her for help. Chantal states that right now there is nothing that replaces the ability to edit in Imovie. Jody says that she is looking into a program that might do this.

Stephanie McCully (English Language Arts) – Role is to support teachers in ELA. Most work is with cycle 2 & 3 elementary, and high school. She is working with Marina Delis on the early intervention program. Involved in supporting one PDIG that is building essential learnings and strategies and assessments in terms of reading. She has been called in to work with Cycle 1 department at Galt and also with two teachers to work on learning stations through a grant. The idea is to build relationships between the MAPS and regular program and to build independence and self-regulation. The materials will be presented at the Springboards conference. The theme is the Holocaust. The talk competency is a big struggle to teach and there is a provincial committee that will probably be a three year project. Some teachers have also asked for reader response help. Wendy in the past had gone into the class to model lessons which Stephanie is not as comfortable doing, but she is willing to go into the classroom and observe or co-teach. She is the liaison between the ministry and teacher for exams and marking centers and meetings related to changes in rubrics. Sound prints training is coming up. There is also a secondary ped cons project to consider evaluation on a come vision based on a more formative approach to the evaluation. Marty says that better communication between schools about what other people are doing can help everyone have access to materials that are developed through the different initiatives that teachers are involved in.

Jennifer Hall (Mathematics elementary and inclusive education) She is there to support resource teachers and teachers who may have question about CASP program that requires a specific diagnosis. She can help with ideas to manage the two programs within the room. This includes the Challenges program for high school since there are other goals and targets that have to be met. Jennifer is providing EI group support. Also, looking into mental health to better support the growing number students who are experiencing difficulty. She is the liaison between the ministry and the Centre of excellence and the teachers. She organizes pd for resource teachers and also one day pd for HAS SSETs. As the Elementary Math consultant, she works closely with Cheryl. ETSB has had good participation Cycle 3 math teachers – 2 full days of PD. She supports school with PDIGS and answers a lot of emails.

Early Intervention

The focus group recommended providing the Joyful Learning PD that they received to all teachers.

New Teachers

Eva will have someone to take over the dossier in order to push forward with some of the recommendations. Megan suggests that ETSB and ATA consider reinstating the joint day that used to be in place to support and get information out to new teachers (maybe take a ped day). Some of the areas of interest, especially for new teachers is violent students and feedback from parents (How to deal with parents). Eva thinks that a joint day would be worthwhile. QPAT's Get Connected workshop might also be an option. The teacher presenters are willing to come out and get this started. Another idea would be to have certain people to ask for help, with little presentation to attach a name to a face. Along with a couple of veterans to give the good the bad the ugly. Collaboration on this effort would be the best. Jeff says that it is an 82-87% retention rate for new teachers in the ETSB. Bishop's helps our retention since ETSB can hire a lot of locals who wish to remain in the area.

Resources For Adult. Ed English Sector

English resources continue to be a huge need for teachers. Eva mentions that PROCEDE and all the English Centers Directors are making this point at the ministry level. A ped consultant has also been hired to help with this and there should be sharing between centers. The youth sector would also be a good place to start looking for materials. Teachers are already devoting time to sourcing out the resources and then adapting them to the clientele. But because of the nature of individualized instruction, the individual response that is required, it is very hard to source out adapt and put together a sequenced curriculum (multiple versions) amidst the daily routines.

Chromebooks

Teachers still need to be supported to find the app equivalents. Contact Jody for help.

International Students

Marie Andre Cloutier will be asked to come in and address her dossier.

Teachers are asking - how does having the international students benefit me? They are concerned with fairness and some teachers are wondering if the revenues are going towards on special needs. Eva says the money is distributed in two manners – host schools receive some money (suggested to be put towards activities that promote cultural sharing but there are no parameters) and the remaining money is put into the pot systemically (special needs and teacher envelopes).

Wellness Workshop

Booked at Etoile sur le Lac. 2 workshops in the morning. Snack and Lunch provided. Bringing in a yoga instructor. On a teacher planning day.

Concomitance 2forU

Students also have the opportunity to take course offered at other school boards.

Mesures

There are a number of mesures that are integrated into the budget, others are given based on the students, others must be applied for.

First Aid

Defibrillators in schools was mentioned as being important to have in every school. It was raised as an issue at the health and safety meeting. ETSB is looking at this but there are yearly costs associated with these (pads, keeping batteries charged).

ETSB calendar

The board is looking at providing a digital version where we identify which one are school, board, reserved.

Temperatures in school

It is not uncommon to have very hot classrooms especially on the top floors. Get fans to circulate. See principal if there are monies available. We can't buy air conditioner because the electrical systems can't take it and classrooms are large.

Professional Development Survey QPAT

External conferences generate the highest success 82%, school board and QPAT 55-61%. PD areas – Pedagogical, subject, content, evaluation, special needs. 76% agree that PD is of value – based on time and control. External PD lead by peers rather than school board and MEES. Time on ped days - 78% time devoted to course development, corrections, and grades.

Frasier Report

Climbed to 5.2 from 9th.

Phys. Ed.

Comments from phys. Ed teachers – Phys. Ed has had a decline in resources and money available. ETSB is probably the only subject that gives a budget for interschool meets. The new guidelines from the ministry are 60 min each day. Teachers may not know about the allocation of money.

Schools Located in Economically Disadvantaged Areas

This has changed because of the census that is done every 10 years. ADS is the only school that has been removed from the list. Gained Cookshire, Farnham, and Mansonville. The list has to be updated before the change happens. Curious as to why ADS went from a 9 to a 7. Jeff has the name of the person to contact and see why (change of boundary lines?)

AGRHS: Resource or Remediation

Box A (working with kids that need extra help) or Box B (available to support students). This due to the 75min class because it is difficult to get close to the workload. Maximizing the resources, it would be nice to have more resource teachers but at the same time we have to use the resources that are there as effectively as possible.

Teaching assignment

A specific school, that is having a serious impact on teacher wellness which impacts pedagogy. New teachers and even regular teachers that are given the dog's breakfast. 4 period day with many new preps (math how many different cycles, throw in some science). Then the next year the assignment is another dog's breakfast that is totally different from the last year so you can't even reuse materials. You have 'experts' that are thrown into a gym class and then have to run back up to teach math again. This is not going on in all schools but more attention needs to be given to this. The intention was to try and get some common prep time. Time and support will be given to move towards a better schedule.

HEALTH AND SAFETY COMMITTEE

Review of Health and Safety Policy in schools and centres

At the last management meeting, all admin were asked to review the policy with staff. Megan reviewed responses from some schools stating the lack of admin reviewing various policies.

Wellness Workshops

Confirmed for March 11th, will take place at Etoile sur le Lac. Marty asked if the board could contribute to the cost of the meal. ATA is planning on a yoga session as well.

Communication Protocol

Still in the works. With the changes that have happened, we will need to find some time to work on it.

Violence towards employees

Megan shared the PP presentation from QPAT at the last meeting for review. Much of what is seen is verbal violence but physical does happen. We are training all staff in violence prevention, with still a few schools who have not taken the CPI training. Incidents with students are being monitored and Pierre-Andre will report on incidents at the next meeting.

Civility

Still in progress. Plans for this spring.

Heroes' Cleanliness

Ongoing issue, B&G did address some issues with the principal. B&G has hired a firm, AMB, to provide training to our maintenance people to properly and efficiently clean schools. Heroes' has been visited by AMB to make recommendations. We are waiting for the recommendations from the firm.

Sound Barrier in Gym at MV

Teachers feel the barrier is inefficient for noise right now. Two issues, the barrier and the ventilation, which are being monitored. When the barrier was changed, the primary function was to separate the gyms and not act as a sound barrier. There are some things that can be done to improve the sound quality. Eric will speak to VDC to see what is being done.

Defibrillator

High schools, Voc Training have them, but what about elementary schools? We will survey the schools to find out.

Insurance for Part-Time teachers

Communication to part time teachers and Voc Training teachers for summer period. Is there something that can be sent to teachers?

CNESST new directives (psychological harassment prevention)

Our dignity covers the directives and our Mental Health will focus on prevention along with conflict resolution.

Promoting Mental Health

Need to recognize the cost to the system.

CNESST vs. salary insurance

Data, do you have some? CNESST 16 open files, 12 were accepted. About the same as last year. Salary Insurance files have decreased. 35 files (55 last year). Costs for teachers has gone down by \$100 K. Mental Health attributed to 46% of the cases.

Waterloo

Asbestos concern in school, want a third party to investigate. All schools have been tested and all schools have some asbestos. Asbestos is found in floors, walls, etc. It's only harmful when it's not contained or exposed. An external firm has inspected each school and if renovations are necessary have / will take place. There is no threat at Waterloo.

Snow removal contract

Galt/LVTC contractor difficulties. Started off poorly but adjustments have been made with noticeable improvements.

Economic Impact of Mental Illness: Absenteeism and Presenteeism

Megan distributed a document specific to teachers (Starling Minds).

Conflicts in the Workplace / Psychological Harassment Joint Training Session and Workshops

Another workshop has been scheduled in February.

Procedure for Addressing Inquiries or Complaints

Could be included in Communications Plan.

Carbon Monoxide

Over the last four days, ministry has been proactive. We have hired a firm to do a tour of all schools and measure CO levels. Some schools have detectors. Gave a mandate to change them all or ensure that they are present and ensure they are placed in appropriate.

Teaching Assignments

One school is feeling that assignments are leading to poor mental health.

Bells at MV

Volume seems to be excessive, schedule between boards are different and there are just too many bells. Can anything be done?