

## WASSUP Winter 2023

### TEACHER ADVISORY COMMITTEE

**Presentation of Ped Services Team:** List was handed out. New Consultant: Geneviève Mandseau - Early years and Marina McKenna - Math/new CCQ program (former ERC). Received a grant to hire a sexologist. The candidate is Stephanie Middleman - a Professor at Concordia. M. Seline asked if each consultant can share their goals at a future meeting.

Todd Winqvist - Math/Science High School  
Veronique Robidas - FS Elem, JIPP, Social Sciences

**New Teacher Welcome:** August 23rd. 16/30 teachers attend the welcome session. The consultants presented their dossiers and how they can support. H. R talked about the mentorship program. Received positive feedback of the day. The consultants will reach out to offer an afterschool session. There is a google classroom for the teachers to access resources. These teachers were also given their laptops at the session to be prepared for the beginning of the school year. Next year the invitation will be sent out earlier. ATA executive member M. Bensabat will handle the new teachers 'dossier at ATA and sits on the committee at QPAT. M. Seline usually visits every new teacher in person with a package to introduce herself; M. Bensabat may not follow the same format. ATA will also hold a New Teachers' Dinner just for them to network and share. J. Edwards might like to integrate something for New Teachers at Wellness Day. E. Lettner suggests that M. Seline joins the ETSB welcome session at the beginning of the year.

**Board Reserved Ped Day Calendar:** Ped. Services are diligent to offer services on board reserved days and are conscientious of the timing of these workshops within the school year. E. Lettner is asking how can we better promote board reserved days as opportunities for professional growth. The feeling that we get from teachers is that the ETSB is robbing teachers of their days; but it is an obligation to offer services to the teachers and try to make them as relevant as possible to our teachers. The workshops that are compulsory are the ones that are directly linked to the ETSB pillars. Certain schools can mandate training if it is linked to a direction individual schools are going in. M. Seline shared a communication from a school; first that they are appreciative of the offers of workshops, but asked that workshops be kept to a limit of three hours to be conscious of teacher's travel time. S. Loach shared that teachers may feel like they are still catching up after covid, and feel tired over the years. N. Cantave feels that if teachers choose what they feel they need they are more involved and feels that the school board needs to listen more to what teachers feel they need. A. Blampied shared that teachers are innate learners and want to learn, but just feel like they are keeping their head above water and even being at workshops they are listing what needs to be done in their minds. Confirmation of Math

workshop over the November planning days. H. S workshops are Rescheduled to November 15th.

**Mentor Teachers:** There are mentors in almost every school. Will open up a venue for new mentors to discuss with others who have been doing it awhile to share ideas. Mentors can pass teachers onto the partnership program to meet with others if the mentor can't provide help with specific expertise. There are funds to release mentors and/or teachers to provide aid and make a plan to tackle concerns of the teachers. Mentors are chosen and looked at through the school council. Mentors work with new teachers. Coaching is a different program; Coaches are nominated by teachers to help established teachers enhance and improve their instruction.

**Gender Neutral Communications:** Courtney Morrison offered an inclusive language workshop in August and will be repeated on Oct.3rd. S. Loach asked if workshops can be recorded so that teachers can have access to this information.

**Training for Supply Teachers:** 20 People attended. Next session will be in October. Expectations will be shared, such as, no cell phone, feet on the table, etc. M. Seline can offer some basic information to J. Edwards that can be shared with the Substitutes as well.

**Wellness Day:** M. Seline will communicate with E. Lettner about which workshops are being offered. M. Seline and J. Edwards will coordinate a workshop for New Teachers. November 18th; Wellness activities will be offered.

**Sonia Lupien:** Looking at this for next year.

**Budgetary Rules:** M. Seline asked J. Pauw what each *measure* is for. \*Check notes. 15171 - Replace teachers at recess. J. Pauw will take a look at the list. Substitution Contracts - to hire supply teachers in schools. Legality questions about what kind of contract to give them. \*Need to schedule an LRC to look at this.

**International Students:** 13 at MV, 2 at Richmond, 31 at Galt. Many of which are from European countries.

**Projet Pilote D'Aide en Classe:** Discussed with support staff unions. This is a two-year project. We have people in Elementary schools who work early in the morning, lunch and after school. The idea behind this project is to use these trained people to help teachers with the non-pedagogical aspects of teaching. ADS, Sutton, Cookshire, Ayer's Cliff and North Hatley are our pilot schools. Each school has an equivalent of 2 positions and must be people who are already working in the school.

**Printing MVHS:** Teachers at MV feel that having a printer is crucial and need to have the printer at 15% permanently. MV feels disenfranchised and not welcome in the building sharing with Val des Cerfs. J. Pauw feels that with the new printers, there is no reason to have a printer position. The support staff hours that were given for printing were distributed to important positions like student activities coordinator. P. Maingot feels that there is a concern for the future of this position and shared how cohesive the staff at MV works together and really needs this. This person was in surplus and was sent to this position but knew that when the person retires, there would be no other position to replace that.

**Perspectives on Truth, Reconciliation and Decolonization Survey and Indigenous Resources Website:** Survey was sent out to all employees to get a picture of the awareness level in our board. While the awareness of the reconciliation status is stronger, the historic perspective is a bit vague and there is a big interest in learning more. ETSB will be looking into working with Abenaki elders to bring more opportunities for learning with committee members. There are *Mesure* monies to sensitize staff and students about the indigenous communities. \* Virtual Library has resources including First Nations, Metis and Inuit Resources.

**Educational Projects:** We need to renew our commitment to success plan. Schools will be asked to renew their Educational Projects. Schools will be offered release time to release teachers to have clinics to work on this.

**Ententes sur la rareté de la main d'oeuvre:** ETSB has not come up with a plan as they are experiencing a work shortage.

**Calendar:** Discussions are supposed to start by the end of October and must be approved by March. Teachers are not pleased, asking if teachers were consulted, if there was a committee, if there was a vote. M. Seline suggested that teachers give it a try to see how it goes. M. Seline would like to form a committee with ETSB to discuss it and share feedback about the November Break. J. Pauw says there's nothing to create two options for Calendar before November and then look at it after the break. N. Cantave shared that a week in November is disrupting the routine that has just been established. E. Lettner realizes that teachers need to know the reasons behind the decision. ETSB noticed the increase of student absences in November, increase in anxiety, depression and fatigue.

**World Teachers Day:** ETSB sends out an appreciation letter via email for Quebec's Teachers Appreciation, but unsure of World Teachers Day. E. Lettner feels that we need to concentrate our efforts on our local date, but can take note of World Teachers Day.

**Mandatory Grade 4 exams:** T. Croteau is receiving backlash from teachers, wondering why the exam is coming back when we know the anxiety that comes

with it. E. Lettner reminded members that a few years ago we discussed a goal to move from summative assessments to formative exams. Over Covid ETSB eliminated summative assessments. Moving forward, these common formative practices are portfolio driven activities that will inform teachers where our students are and where it can inform our practice to help struggling areas among our students. They should not be labeled as exams but Formative assessments. There is no release time for teachers to correct these, but they are provided with the tasks as well as anchors to help in assessing them. N. Cantave asked if the ETSB considers that this cohort lost grade 1 instruction due to Covid Isolation. E. Lettner assures that teachers will not be judged on their students' capabilities.

**Digital License for word:** ETSB is opting towards google. But are re-thinking that pedagogical material may not be available otherwise, and can issue licenses for resources. Teachers could contact Eleanor for help in learning how to format. Math graphics is a problem. T. Croteau suggests that a workshop be offered.

## **ADULT EDUCATION**

**Construction:** Re-doing stairwell. Concern from teachers; heads are pounding. A lot of the work was supposed to be done in the summer.

**Workload:** There will be a system to count the minutes, waiting for instruction on the new workload. It is unclear where tasks fit in the workload, such as administering exams. Teachers are finding their teaching time is maxed but still have tasks that fit under contact with students.

**Special Needs:** Have hired people to work on this. There is a committee translating documents and templates of Adult Ed. Version of an IEP. M. Seline will invite S. Loach as a guest to the Special Needs meeting.

### **Presentation of Ped Services Team**

Geneviève Manseau: Dossiers: Early years and Sexuality. Currently organizing science of reading workshop for teachers. Pre-school program and parent component for K4-K5. For full time K4 there is no required standard report card. There are lots of questions from teachers regarding this dossier. There are times for preschool teachers to get together to discuss topics and themes of concern to them.

Francis Giguère – Dossiers: School improvement (dropouts, Commitment to Success Plan...), measurement and evaluation, and FSL secondary. There are currently more requests from teachers regarding evaluation as we are now moving towards the new normal.

Marina McKenna: Dossiers: Mathematics, science and technology elementary, CCQ program to replace the ERC program Current projects: Teachers working on mini situational problems for grade 4 and tasks leading up for grade 6. Common formative assessments for grade 4.

## **Commitment to Success Plan**

The previous goal was increasing the graduation and qualification rate to 76.2. The focus was placed on vulnerability of preschoolers, gaps between boys & Girls, 60 min daily physical activity, formative assessment. 7-year graduation is 77.5 which exceeded the expectation and it is steadily rising. In comparison to other boards, we are almost even with the Quebec public school system. The gap between boys and girls has not decreased this year but it fluctuates year to year. so there does appear to be a trend. Allo Prof is being developed in English and will be available for parents. ETSB will be looking at the message/guidelines surrounding homework that is given out to all stakeholders. It is based on best practices. A project could be to create capsules and best practices for parents. Physical Activity – our school survey based on student perceptions. Currently in consultation to put together the new plan with various stake holders. Star of change 5 questions:

### **Student responses:**

Create - comfortable safe environments

Amplify - QIA+, inclusive, French, mental health, tutoring

Protect - computer and google suite,

Minimize - repetition, homework

Stop - fitness testing, mental health quizzes, future testing, gym

Discussion ensued about not all students liking the sports traditionally offered as there are lots of alternatives.

Better communication between teachers and students.

### **Staff responses:**

Create - resources and projects, dedication to alternative pathways

Amplify - bilingualism, transitions

Minimize - pressure, IEP infrastructure, technology push

Stop - Hand holding, working in silos

**Educational Projects** – 1<sup>st</sup> clinic met yesterday. Each school brought a team. The purpose was to set the tone, reminder of what it was, and gave out templates. The action plan should be developed in concertation with everyone, so teachers and staff members should be consulted so that the project reflects the schools dynamic. There should be a local project committee and consultation with all stakeholders then must be approved by the governing board.

**Projet Pilote d'Aide en Classe** – This appears to be a project that is worth continuing.

**Calendar** – There is a need to set a date for a committee and set the members so it is a good representation of all the realities. The block of planning days in November were placed due to increased fatigue and depression seen worldwide at this time of the year. The why was not known by all which may have contributed to the resistance.

**Mentoring** – Sometimes the match-ups are excellent at other times it doesn't quite match up. You can't have more than three teachers to a mentor. The money can go towards a stipend or release time. This can also be worked into the workloads. The mentoring is more about the school and not the subject area, the mentor can steer the mentee towards a subject area specialist (teacher, ped consultant). Criteria for choosing a mentor should be created. There will be a session for all at the end of the year to get feedback moving forward. This is still new, there is confusion between this and the coaching initiative. Teachers who are not involved may not be aware of this.

**ICT Workshops** – Terranova is mandated by the government.

**Teacher Evaluations** – There used to be an evaluation booklet and long process. Is this still going on? The tool needs to be improved, with formative assessment before a summative piece like a growth plan. It is being looked at this year. There is a clause in the collective agreement that stipulates that if there is no formal evaluation, a new teacher must be put on the priority list. It is important to make sure evaluations are completed especially when a teacher might not be well suited for the job.

**Holiday Activities** – paying attention to the terminology – change from Christmas to Holidays to be more inclusive.

**Teacher allocation** – ratios of students to teacher appears to differ from school to school. There is a basic formula, but the discrepancy usually comes from all the grants. The organizational plan is important as this also plays a role to determine where the human resources are distributed. RAC committee is allocating money for staff assistant.

**Homeroom** - is not mandatory in a school organization

**Criteria for enrollment** – 5 criteria. Is there a maximum number of students per school? Space is an issue in certain schools.

**Consultants:** Consultants seem to have many titles and do not always have the time or expertise to deal with all the dossiers. The board does not have the same allocation as larger boards, and are trying to hire consultants with expertise but also having them play more of a coaching role. They can always refer to someone else in the discipline to inform them. Arts is an area that is lacking.

**Research into Reading Survey** – There is a committee at the provincial level to look at the curriculum because there was a perceived hole for early literacy instruction. There has been a request by them to conduct a survey about teaching to improve the curriculum and practices. ETSB agreed for the survey be distributed because it will give a better portrait of the hole in the curriculum in order to put in better practices to address this situation. It was pointed out that

the school organization should take this into account since stability is crucial to having teachers become experts in this area so students do not fall through the cracks.

**AGRHS – Tutoring** -There is a grant that is for this. Eva will get Megan the information.

## **HEALTH AND SAFETY COMMITTEE**

**Membership of Committee** - Introduced A. Theriault, a new member of H.R in Management of recruitment and retention. Bill 59 comes with many changes over a period of 5 years, and so a person will need to be released from their regular tasks to visit each site to make sure that they meet CNESST requirements.

**Covid Update** - Ministry removed most information about covid off the website and finally came out with a statement that it is up to the school board to handle the covid absences. CPNCA was talking with the Ministry for clarifications. No more masks, no more 2-meter distance, no more covid cleaning hours. However, some maintenance hours were added in some schools because of needs that were recognized.

**Code of Ethics (Civility)** - Shared the document with one school. The exercise took about 40 minutes in which teachers shared what they knew, what they weren't aware of. M. Seline shared that this exercise be done in the first planning days with every school.

**CO2 Testing** - Everything is up and running. All classrooms are equipped with monitors and all data is online so the ETSB and Ministry sees the information in real time. This year will be monitored more closely. Principals will be advised when specific classes are above levels. Schools will be overheated to facilitate window opening. 3 schools have been updated on their ventilation of the 12-school goal over 3 years. S. Fortier asked about the ventilation system at Richmond pushing cold air making the classroom quite cold.

**Safety Log** - A mechanism to record anything that has happened. S. Fortier and A. Theriault will look it over to translate.

**Conflict Resolution in the Workplace** – DPR System: Promotional material will be ready to circulate. Looking at November for the other group of administrators. We will look at how there are ramifications of applying DPR over integrity in the workplace.

**Bill 59** - As we get more information from CNESST it will be shared at this committee.

**Covid Absences** - In the past, the first 5 days were paid. Now if you are out, and too sick to work it comes from teachers' sick days. There is no option to work from home now. Sante Public still insists that you self-isolate for the first 5 days and then to return they must be without a fever for 24 hours and be wearing a mask for 5 more days. The idea is to develop herd immunity. The ETSB gave covid days up until September 19th. There are some people who are immunosuppressed that will need the recommendation from their own doctor plus a second recommendation from the ETSB appointed doctor to be placed on salary insurance. ETSB will work with teachers to manage extra sick days to help as much as they can.

**Wellness Day** – November 18 - Manoir des Sables. There will be online workshops given by the ETSB employment program. J. Edwards has been communicating with M. Roberts and M. Seline will ask E. Lettner.

**Heroes' situation** - A geyser was flushing into the basement, but the city system was able to stop it quickly so not a lot of damage in the end.

**Safety Log:** A. Theriault and S. Fortier went over a log that was used in Annie's past employment. Using this one as a base and discussing what can be added to reflect needs from each school and center. There is a section in the CNESST that will be fantastic. M. Seline shared an appreciation for the collaboration to work on this.

**Conflict Resolution in the Workplace:** DPR system and leg work is done. Promotional material is ready to go. There was a delay to present it with Management, as the dossier has been passed into new hands. Sam Camille is now working provincially which will help create a consistency between all school boards. There will be sessions over two days to bring administrators and Union together for collaboration. M. Seline is hopeful that the code of civility and the DPR will handle situations immediately and be a preventative approach. Union should bring it up every year at REPS meetings and new teacher meetings.

**Wellness Day:** J. Edwards feels the work that the ATA put in was phenomenal. People were in great spirits. The keynote speaker was great; wonderful conversations. M. Seline got to enjoy the day without having to be in charge. She felt the New Teachers workshop went well; played off together with Julie well. To see Union and Human resources working together to stress the importance of Wellness was encouraging. S. Fortier shared positives and things that needed to be worked on. HSAs, SETS, Secretaries also attended; nice that it was open to pretty much everyone. M. Seline is wondering if there are specific workshops that support staff would love to see. A. Blampied and M. Bensabat shared how much praise teachers were sharing; how appreciative they all felt. J. Edwards shared how we should continue with this day.



**Bill 59:** M. Seline shared that ATA and ETSB is the most advanced when it comes to this Bill. We will be discussing who will be the inspector at the ETSB. The carpenter may be the best individual for this position. Alain already visits all schools all year round; although he is already quite busy. S. Fortier shared that there are guidelines and the person must be released to be able to carry out these tasks. M. Seline suggests looking at other employees, like bus drivers, who may have the skills or interest to be trained. J. Edwards will send out the document for committee members to refresh their mind on the guidelines for this position. S. Perreault shared that the training for this position will be offered in February and so we need to appoint someone before then. M. Seline suggested scheduling the next meeting before then. T. Porter will send out a document that has information on how to calculate the number of hours and tasks.

**Heroes - Temperature:** Programming the new boiler. Looks like we were not starting the boiler on Sunday soon enough so it was very cold in some places on Monday. The Union and Buildings and Grounds got the information at the same time. The adjustment has been done so we'll see how it goes.

**AGRHS – Violent Situation -** M. Seline has received questions. J. Edwards shared that in situations such as this, we take care of the people at the school if they need time off; and we take care of the aggressor as they may be in a state they didn't mean to be. It is discussed if this is a one off, and then a safe-school assessment is done. Interviews take place to assess to see if the student is being given the support they need to minimize these situations from happening. All of the process has been followed for this particular situation. M. Seline wonders how much can be shared with teachers as teachers are concerned about the colleagues involved. Has the administration gone to a staff meeting to share what happened and let them know they are going through the proper procedures. P. McCourt shared that there is a lot of confidential information involved. An email was sent out to all staff to let them know that an aggressive incident took place involving staff and ensuring that a safe school assessment is taking place. A. Blampied shared a recommendation from colleagues involved that they are given an idea of what the process involves and what questions to expect. M. Seline shared that these staff members asked for a Union Rep to attend, but J. Pauw said it was not appropriate. These teachers really just needed to feel supported by a familiar person to reduce the anxiety. J. Edwards shared that in the past these situations included mostly students and parents; rarely staff members. She feels that if everyone knows what the process is for and what happens it would lower the anxiety. P. McCourt felt that even from her perspective, she also felt nervous, as you feel like you are being judged. She feels it would change the process and type of meeting when bringing a Union representative. The process involves interviews by Professionals to make recommendations of what can be done to prevent future incidents. M. Seline asks what could be the options with Violent students. J. Edwards said that the extreme case would be home services, usually there is more intense support in school and more resources to help the student to learn how to handle emotions and actions. There are

recommendations for the parents as well. M. Bensabat shared that he was involved in this process this year and appreciated the recommendations that came from his particular situation.

**Parkview Pipes** - Contaminated water and mushrooms were found in the pipes by a plumbing company that came in. Students are possibly drinking water from these pipes. All schools have been tested so there is no lead in the pipes. E. Plante shared that this water might be in a loop and not necessarily connected to drinking water. M. Seline will share the photos with E. Plante.

**Seminars for all Employees:** Previously ETSB has used these value-added seminars for Wellness Day. M. Seline reached out to LifeWorks and will see if she can have an account. M. Seline surveyed Reps and the following workshops were chosen. M. Seline wanted to ask the other unions, professionals and support staff to see if they would be interested in the same workshops. S. Perreault said she can survey the professionals to assess their interest. M. Seline will share the descriptions with committee members.

Dealing with Difficult Personalities -

Building Bridges

Effective Communications

Running Effective Meetings

**Incident Report** - M. Seline had the understanding that this incident report was going to be used for all types of incident reports, such as, staff to parent, staff to student, but she got conflicting messages from J. Pauw. J. Edwards shared that this form should be used in all cases. P. McCourt asks that the forms be streamlined as there are 5 different forms to fill out for the same incident. For the people involved, it is an added stress to fill out each form. While some information can't be shared for all institutions involved, but to streamline the process. M. Seline doesn't want the incident report to disappear, as once this is sent out it is dealt with exponentially. J. Edwards will check where these forms are available to staff. A. Theriault shared that consolidating the forms will make it easier to log.

**Public Civility in the workplace** - P. McCourt shared that at the ASQ level, they are working on tools and resources for schools. Nothing is moving locally on this as of yet. M. Seline remembers that QPAT shared a poster that was created and shared; some schools have posted it. P. McCourt feels that we should have resources to use not only at the entrance of schools, but online, zoom meetings, phone calls, etc. She asked if ETSB is comfortable with us using those tools. J. Edwards will check to see if other School Boards are displaying these already. M. Seline asks to follow up with J. Pauw to see if he brought the idea to the P.P.O or Central Parents Committee.

**Solar eclipse coming up on April 8th, 2024:** Should be considered in the calendar development, as it might be best to make that a ped. day as there is a

high liability risk of students looking up at the event. It would be happening during the bus dismissal times.

## **BOARD LEVEL SPECIAL EDUCATION PARITY COMMITTEE**

### **Special Needs Tour**

As discussed last year, there is a need to review the *Partners in Education* Document to include examples for a secondary school setting, for SAT and SWT, and for examples for dealing with autistic students or students with behavioural challenges. It was decided that we would each update our section and that a small committee will be formed to review the *Partners in Education* document. Wanda Cox will reach out to a few paraprofessionals to take part in the committee. The following people will work on reviewing the document mentioned above: Emmanuelle Gaudet, Diane Vokey, paraprofessionals identified by Wanda, a professional, and a HR representative. Emmanuelle will send a Doodle to set dates and times to meet to review the document. Emmanuelle will also propose dates to Megan, Catherine, Wanda, Johanne Tanguay, and Julie for the virtual sessions to take place after the Holidays

### **Session for new HSAs and SETs**

Julie and Emmanuelle will give a presentation on October 14<sup>th</sup> for people who are new in these roles.

### **SMART IEPs**

Kymberley Morin, pedagogical consultant, will offer a session entitled *Moving Towards Writing SMART IEPs that Better Meet the Needs of Students, Teachers and Parents* on October 3<sup>rd</sup> and November 17<sup>th</sup>. The same session is offered twice to offer choice to people who wish to attend other PD opportunities. A parent session will also be offered on November 9<sup>th</sup>.

### **Support Staff Allocation**

There was an increase of 152 hours (71 HSA and 81 SET) between the allocation approved on June 10<sup>th</sup> by this committee and the one used for the July 5<sup>th</sup> staffing session. This does not include the hours that schools added to the postings using their decentralized grants. Additional hours have been granted since July 5<sup>th</sup> as new codes are granted or the situation of specific special needs students change.

### **SEAC Recommendations to the DG**

Emmanuelle presented the recommendations to the committee members. They will be shared with all principals this Fall at a principals meeting.

### **ETSB Special Needs Policy**

A working committee has been formed and will meet starting this Fall to revise our policy. We will follow the process in place when reviewing policies.

### **New CES Team Professionals**

We have two new professionals: Tracy Lynch and Lauren White  
They will both be mentored by Bernard Messier, retired psycho-educator.

### **Organization of Professional Services**

Emmanuelle showed the chart showing which professionals are attached to which school. We are still looking for a full-time psychologist and two full time psycho-educators.

### **CES Team Offer of Service**

The offer of service can be found on the EDU Portal under Resources – Complementary Services.

### **PD Offer from Complementary Services 2022-2023**

| <b>Date</b> | <b>Time</b>                    | <b>Topic</b>  | <b>Presenter(s)</b>                                     | <b>Audience</b>                                      |
|-------------|--------------------------------|---|---|--|
| Aug. 23     | 9am-10am                       | Complementary Services  | E. Gaudet   | New Teachers   |
| Aug. 26     | 9am-12pm                       | The Science of Reading  | L. Giberson (SLP)<br>M. Delis (K4 T)                    | K4-Gr.2<br>Teachers<br>Resource<br>Teachers<br>Admin |
| Oct. 3      | 9am-3pm                        | The Science of Reading  | L. Giberson (SLP)<br>G. Manseau (PC)<br>M. Delis (K4 T) | K4-Gr.2<br>Teachers<br>Resource<br>Teachers<br>Admin |
| Oct. 3      | 9am-11:30am<br>+<br>1pm to 3pm | Understanding and Intervening with Challenging Behaviour in School<br>Daycares and Schools as a Whole | E. De Gosztonyi   | Daycare Edu.<br>Same session offered twice           |
| Oct. 3      | 1:30pm-3pm                     | Moving Towards Writing SMART IEPs that Better Meet the Needs of Students, Teachers and Parents.       | K. Morin (PC)   | Open to All  |

## OCTOBER 14<sup>th</sup> PD FOR PARAPROFESSIONALS

| Topic                                   |                      | Presenter(s)   | Audience                                    |   |
|---|----------------------|--|---|---|
| Non-violent Interventions               |                      | C. Canzani & T. Moreland   | Elem. & Sec.                                |   |
| Motor Development                       |                      | R. Lassenbe & T. Tran  | Elementary                                  |   |
| New to the Role of HSA & SET            |                      | J. Edwards and E. Gaudet   | Elem. & Sec.                                |   |
| Ministerial Codes                       |                      | E. Gaudet  | Elem. & Sec.                                |   |
| Assistive-Technology                    |                      | E. O'Neill   | Elem. & Sec.                                |   |
| Adolescents and Anxiety Part I & Part 2 |                      | C. Korah from the CEBM   | Secondary                                   |   |
| Implementing Visuals                    |                      | K. Morin   | Elem. & Sec.                                |   |
| Date                                    | Time                 | Topic  | Presenter(s)                                | Audience  |
| Nov. 17                                 | 9am-12pm             | Crisis Intervention Training   | C. Canzani T. Moreland                      | Open to All   |
| Nov. 17                                 | 9am-12pm<br>1pm -4pm | Autism and Challenging Behaviours (repeat session in the afternoon)  | C. Boisclair A. Richard R. Lassenba T. Tran | Paraprofessionals<br>Supervisors Daycare<br>Educators |
| Nov. 17                                 | 1:30pm-3pm           | Moving Towards Writing SMART IEPs that Better Meet the Needs of Students, Teachers and Parents (repeat session from Oct.3) | K. Morin                                    | Open to All   |
| Nov. 17                                 | 1pm -3pm             | Introduction to a Developmental Approach for improving Behaviour and Learning in the Classroom                             | E. De Gosztonyi                             | New to ETSB (5 years)                                 |
| Nov. 18                                 | 8am-10pm             | Introduction to a Developmental Approach   | E. De Gosztonyi                             | New to ETSB (5 years)                                 |

|         |          |  |                        |   |
|---------|----------|--|------------------------|---|
|         |          | for improving Behaviour and Learning in the Classroom<br><br>(Repeat session from Nov. 17) |                        |   |
| Nov. 18 | 9am-3pm  | The Science of Reading   | L. Giberson G. Manseau | K4-Gr.2 Teachers Resource Teachers Admin        |
| Nov. 18 | 9am-12pm | Trauma and the Brain   | C. Korah               | Open to All                                     |
| Nov. 18 | 1pm-3pm  | Talent Development   | E. Rouaud              | Open to All                                     |
| Feb. 10 | 9am-12pm | Crisis Intervention Training<br>(Repeat session from Nov. 17)                              | C. Canzani T. Moreland | Open to All                                     |
| Feb. 10 | 1pm-3pm  | Reclaiming Our Students  | E. Gaudet              | Paraprofessionals Supervisors Daycare Educators |

### IEP Release Monies Proposal for 2022-2023

Emmanuelle shared the proposal based on the number of IEPs and W.A.T.C.H. Action Plans in June 2021. The proposed IEP Release Days has been approved and will be shared with school principals following this meeting. The two *mesures* used to release our teachers to work in IEPs are the following:

Mesure 15374: \$65,008

Mesure 15320: \$40,455

Emmanuelle also shared an update on how monies were spent last year in each school. There is a carry-over of \$15,904. The proposal was approved unanimously. It will be shared with principals later today.

### IEP Dates

November 2<sup>nd</sup> (End of Term 1): All existing IEPs must be completed and signed. New IEPs can be developed throughout the school year.

December 9<sup>th</sup>: All IEPs for students with ministerial codes must be sent (signed copy) to CES.

### Projet pilote accès élargi CASP and CHALLENGES

We were informed at the beginning of September that this year will be the last year for students without a diagnosis of moderate to severe intellectual impairment to have access to the CASP and CHALLENGES programs through the pilot project. It is unclear whether or not something else will be offered to students who met the criteria for the pilot project. We have concerns about the

lack of an alternative pathway for these students. Emmanuelle will bring it up at the next ACES meeting.

## **SPECIAL EDUCATION TEACHER PARITY COMMITTEE**

### **Student Profile – My Child’s Portrait**

Emmanuelle presented a document that will be shared with all elementary schools for the registration period for parents to present their child. This initiative comes from a SEAC recommendation to the DG. The committee members looked at the document and offered feedback to improve it. It will be made available both as a paper copy and a Google Form. It will be shared in early January with a note to principals to sensitize secretaries on the approach to have with parents when inviting them to fill it out or assist them in filling it out.

### **PD Offers from Complementary Educational Services**

Several offers were made this year by the Complementary Educational Services. Workshops were well attended and appreciated. The next board reserved pedagogical day will be taking place on February 10<sup>th</sup>. We will offer a session on Crisis Intervention Training presented by Cathy Canzani and Tamy Moreland (repeat of the session that was presented on November 17<sup>th</sup>). We also offered evening sessions to parents in the Fall. Kymberley Morin offered a presentation on IEPs on November 9<sup>th</sup> and Eva de Gosztanyi presented a session on emotions and how to make it through the Holiday season on December 14<sup>th</sup>. Eva de Gosztanyi will be back on February 8<sup>th</sup> to present on the attachment-based developmental approach and nurturing support centers.

### **QPAT Provincial Special Needs Committee (Phil Cannon)**

Our first QPAT Special Needs Committee was held on Thursday November 8th, 2022 and our second meeting was recently held on Friday December 16th, 2022.

Highlights from Thursday November 8th, 2022 meeting:

### **QPAT Convention 2022:**

\*Suggestion was made to move the convention to Quebec City or rotate regions.

\*The location is difficult and costly to change due to most teachers coming from the island of Montreal. Feedback on workshops was positive.

### **QPAT/CPNCA Appendix L committee:**

\*There were two meetings on Oct 5, 2022, and the next one will be on November 15th (CPNCA, A-M. Rheubottom and F. Breault). \*The aim is to try to come to some agreements regarding some issues pertaining to IEPs, definitions in Appendix XXI (COMPENSATION FOR EXCEEDING THE MAXIMUM NUMBER OF STUDENTS PER GROUP), and School Board Parity and School Level Special Needs Committees considering the onset of negotiations.

\*Two joint QPAT/CPNCA timeline documents were agreed upon. The timeline documents are based on the Provincial Collective Agreement.

\*Definitions in Appendix XXXI (Special Needs) are outdated. IEPs are also a main issue (the number of IEPs teachers are managing, following the IEP process: who establishes them, when/if an IEP is needed). Most issues brought to the table by QPAT, despite teacher input from surveys, committee meetings, focus groups, are rejected, or downplayed.

**GCAS (Groupe de concertation en adaptation scolaire):** \*There are 4 meetings per year. On the May 25th, 2022, meeting, there was a presentation.

\*The *MEQ Strategic Plan 2023-2027* was discussed. Input was given on strengths and areas where GCAS committee members saw improvements and where work still needs to be done at the MEQ.

\*A report was presented by the « Commission des droits de la personne et des droits de la jeunesse. » The MEQ outlined the report recommendations it is responsible for.

\*The MEQ is updating the special education section on their website, but nothing seems to be updated yet.

#### **Update on Project 294 (coding/decoding) was made:**

\*November 7: the gov is preparing a new IEP guide.

\*CASP II was also discussed. The development of this new program started in 2017-2018. It is now in its final revision stage. It will be replacing "CHALLENGES/DÉFIS"

\*Concerns: -Parents associating CASP with severely low functioning students; - No training available for teachers implementing the program; -Information available to teachers lacking consistency across school boards; -CASP II for low functioning students with code 50

**QPAT SNC Mandate:** The mandate document was shared and reviewed with the members. b) QPAT SNC Action Plan 2022-2023 The 2021-2022 action plan document was shared with the members. Some actions need to be updated (number 4 and 5). *The committee agreed to the need for a survey regarding the orientation and use of remedial teachers learning support services.* The survey would be a follow-up to the 2021-2022 launching of the QPAT/ALDI Role of the Remedial Teacher information document.

**Factors contributing to this:** • Teacher substitution shortage • Remedial teachers used as emergency substitute • Only replacing remedial teachers if they are teaching a class but not if they are providing resources. This minimizes the importance of the learning support service. Are parents of students receiving remedial support informed when their child goes without this service, when this is identified in the child's IEP? Committee members reflected a need to keep the violence reporting issue in our action plan to protect students and teachers.

Decision to include IEP survey in committee action plan: there is a need for information on IEP content issues (Tier 1 IEPs being created when pedagogical



flexibility does not need an IEP) and process issues teachers are experiencing. This information will be helpful during negotiations. Issues vary from school board to school board. *Given there has been little advancement with CPNCA, via Appendix L Committee, to address IEP related issues, there is a need to have concrete data/information on this topic. There was a suggestion to have provincial acronyms listed and explained in a document to familiarize everyone.*

### **QPAT SB Parity and SLSNC Support document:**

\*An update of the document was presented to QPAT Special Needs Committee members. It is now almost complete (missing 1 appendix). When ready, it will be posted on our website and shared with members.

\*SLSNC report forms used by schools The production of reports at the school level is inconsistent.

Concerns stemming from discussion:

- Reports do not provide information on how schools are using measure or school-based funds.
- School Board Parity Committees not looking at or considering the reports submitted by school level committees.
- Principals complete the reports on their own, without the teachers at the school level committee.
- Schools not completing or submitting reports at all.

e) MEQ video presentation –The MEQ differentiation documents and tools were created without consulting teachers. These documents are available in English, but tools. Some of the language used is misleading and places much of the responsibility of differentiating on the shoulders of teachers.

**Projet 294:** – New model for funding services for students with special needs In 2020, the minister announced that there was suspension of the validation/ sampling process they were doing for student codes. The purpose for this was to look at a new funding model. Students are still being granted a code to ensure they are receiving appropriate services for their needs. Currently there are pilot projects being carried out in school boards across Quebec. In the English sector, SWLSB and ESSB are participating in pilot projects. The SWLSB pilot project concerns the funding model and the ESSB pilot project concerns the organization of services. Information will be shared with various groups in the education system, including QPAT, as the projects advance. Funding for students with special needs this year has not changed and is based on MEQ info from 2014-2018 with amounts being indexed.

### **Nurturing Support Centres and Motor Rooms**

Emmanuelle gathered the committee members' voice on the positive effects of the implementation of Nurturing Support Centres on the well-being and growth of our students. She will use the feedback as part of her presentation to the Educational Services Advisory Committee in February.

### **Tracking Document – Monthly Communication for Students with an IEP**

As per the Basic School Regulation, at least once a month, information must be provided to the parents of students who have an IEP. We looked at different

documents used in ETSB schools to track said communication with parents. The goal is to agree on a template that could be shared with schools who do not already have one in place. We said that:

The form must be simple

The communication must be around IEP goals or the student's needs

We need to be explicit with parents when we communicate with them monthly to ensure they realize this if the IEP communication

Principals could use IEP release time to provide time for teachers to communicate with the parents of students who have an IEP

We would invite teachers to keep traces of their communications (notes from phone conversation, emails, notes from in person meetings, etc.) and attach them to the tracking form at the end of the school year.

We will continue this work at our next meeting.

### **Professionals in Schools**

Since our last meeting, we welcomed four new professionals:

Valerie Huot, re-adaptation officer at AGRHS

Geneviève Plamondon, social worker at St. Francis, Sunnyside, Pope Memorial and Sawyerville

Lauren White, re-adaptation officer at Butler and Knowlton Academy

Jessica Blanchette, social worker at MVHS (decentralized fund)

### **IEP Software**

Due to the fact that ISM will no longer be used provincially and that we will be using the template on Mozaik, we will not design a personalized version of the IEP template using ISM. We do not have the man power to do this nor would it be a wise investment of time knowing it will be removed in the year to come. We have not yet seen the new IEP template but will make sure to share with all as soon as we will have it.

### **Student Profile**

This is work in progress. It will be done by Christmas for our schools to use it for their registration period at the beginning of 2023.

### **Special Education Website**

It is up and running. We need to advertise it and make it known.

### **Resource Teacher Summer Symposium**

The first Resource Teacher Summer Symposium took place in July this year.

There were several participants from ETSB. Three participants took part in the first follow up session that took place on Tuesday, September 20<sup>th</sup>. The committee members suggested that it take place in August closer to the beginning of the school year instead of in early July and to tap into our local expertise.

### **QPAT Provincial Special Needs Committee**

This is Phil's second year on the committee. The focus last year was understanding the different realities in different school boards and establishing common vocabulary. This will be a standing point on the agenda. Phil will present a report at each meeting. The dates of meetings have not yet been established.

### **Resource Teacher Meetings 2022-2023**

Kymerley Morin, pedagogical consultant, will be leading the professional development of resource teachers again this year. She surveyed resource teachers at the very beginning of the school year to identify their preferences as far as format of meeting and their content. Meetings will be held online and offered twice on the same day to accommodate teachers' schedules. The focus will be on modifying the QEP outcomes.

#### Meeting dates:

October 25<sup>th</sup>

January 24<sup>th</sup>

May 23<sup>rd</sup>

### **K4-K5 WATCH Action Plan and Difficulties Document**

The K4-K5 WATCH Action Plan template was shared with principals at the first management meeting. The Difficulties Document has not been shared yet with principals but it will be done at our next principals meeting. These two documents were created by Phil and Morgan at Parkview.

### **The Science of Reading (Guest at 2pm: Lindsay Giberson, SLP)**

Lindsay shared information with the committee members on the professional development that will be offered to all K4 to Grade 2 teachers this Fall.

### **Raz Kids**

Parkview Elementary School's Local Site Based Committee met this week. They are wondering if other schools have licenses for Raz-Kids licenses and if it can be charged to parents through consumables. LES, NHES, and ADS are using it. A grant for technological resources could be used (decentralized grant). One year, PPO at ADS paid for it. There are different possibilities. It was recommended that a person be in charge of the student accounts.

## **CENTRAL PROFESSIONAL IMPROVEMENT COMMITTEE**

Review of 2021 – 2022. A summary of last year was presented of funds that were spent:

Teacher Release \$1 084.00  
Online Library \$1 100.00  
Wellness Day \$8 419.00  
ACES Education Station \$1 134.50  
Outeractive Experiences \$5 892.47  
Forest Schools \$6 000.00

Parameters of the distribution of funds 2022 – 2023: Jeff gave a brief description of how the funds are distributed. M. Roberts proposed that we keep the present distribution.

Procedures for accessing funds (review of booklet): The booklet was approved by M. Roberts. It was suggested that there should be an emphasis on returning the evaluation for the workshops attended.

Wellness Workshop: Will be discussed at TAC and H & S who will be responsible for ETSB. Will occur on November 18<sup>th</sup>. There are funds from the QPAT/CPNCA agreement.

Monies for LCEEQ workshops – M. Roberts recommended that we put some funds aside to support the teachers who attend. Central PIC could fund up to \$200.00 per participant depending on the balance of funds available.

### Applications for funding

Stephanie McCully – Online Professional Book Club: Online PD discussions on books twice a year. Request for \$ to purchase books. Requesting \$1100.

Megan recommends we support this initiative.

Portfolios and Formative Assessment – 4 schools – usually PDIG grants for this as it involves teacher release. Request is refused due to funds.

Reading for Love 2023 – Butler Elementary Asking for \$2000 to cover the registrations.

Congres AQEP for SES teachers (5). Central will cover registrations costs of \$470 each.

MV PE 4 teachers PIC request – Charlottetown, PEI. Registration costs will be covered by Central PIC for a total of \$1 780.00.

Covid Issues: A general update was given on the situation with Covid and the guidelines that we have to work under. Much of the responsibilities have been passed down to the individual school boards.

Multi Grade Classes: Again, this year multi-grade home room teachers will receive an amount of money to purchase materials (an amount of about \$600) for their classes.

Training for substitutes – Julie has been in communication with some substitutes to have an online session with them.

QPAT Convention – To date, 33 applications have been submitted.

Recommendation to allocate \$150 per teacher attending. Deadline for QPAT is today so only applications for funds received today and previously would be considered.

Central Depository – would like to do it but realistically no time to organize or review.