**Wassup Spring 2019**

**PROFESSIONAL IMPROVEMENT COMMITTEE**

**Review of the use of the funds from the current school year** We should finish the year with about $ 4000.00 in surplus. This year, we had to refuse a few requests. Perhaps we should prioritize those who were refused for next year. Should requests come in during the school year, both ATA and the ETSB will consult with their members.

**Wellness Workshop** Yoga in the morning was well received. The speaker from Morneau Shepell was somewhat repetitive and would be nice to have different presenters from year to year. We will review to see if we can look into wellness for our members. More to be discussed at our first meeting next year. Look into finding pedagogical days that are available.

**Professional Partnership** There have been 24 teachers who have been supported by the mentorship budget. For next year, we will be receiving additional funding for new teachers.

**Parameters of the distribution of funds 2019 – 2020** Do we continue to do the same distribution? We try to distribute the funds equitably and support our teachers centrally. We will continue for next year.

**Review of booklet** Some questions concerning claiming expenses came up and were answered.

**SPECIAL EDUCATION TEACHER PARITY ADVISORY COMMITTEE**

**Site Based Special Needs Committee**There was a discussion & review of the Site Based Special Needs Committee Guidelines. These guidelines will be added to the Resource Teachers Handbook after being presented at the next Special Education Board Parity.

**Special Needs Dossiers – Filing** Will be discussed at the next Resource Teachers’ training day that will be taking  place on April 24th. We will make a list of documents related to special needs students. A small group of resource teachers will then be released to make a checklist to indicate where each document should be filed.

**W.A.T.C.H. Action Plan** How long can it last? If accommodations are still needed one year after being put in  place, then an IEP must be opened. Parents should be made aware that teachers are working with a W.A.T.C.H. Action Plan. Parents should be informed of their child’s needs and of the strategies put in place to respond to their needs. The W.A.T.C.H. Action Plan is not an official document but rather a working document for school teams to keep track of the student’s needs and of what works and does not work for the student. A reminder will be sent out to principals regarding the WATCH Action Plan. LVTC is looking at a way to implement this at their centre.

**Joyful Literacy** Guest: Marina Delis, Pedagogical Consultant presented a Power point.

**QACVE Conference** Conference taking place on May 16th and May 17th at Jouvence.  QACVE stands for *Quebec Advisory Council on Vocational Education*. It is a sub- committee of PROCEDE.

**Role of Resource Teacher**We looked at the document that can be found in the Resource Teachers Handbook binder, which clearly describes the different roles that could be assumed by resource teachers, depending on their workloads.

**Process and Identification of Students with Special Needs** The Students with Special Needs binder will be updated next year. Our special education consultant will begin the work this spring and will work with a small group of resource teachers next year to update it and/or combine it to the Resource Teachers Handbook. There is a flow chart in that binder that shows the process to identify students with special needs. It also must be updated to include the W.A.T.C.H. Action Plan.

**Safe School - MVHS** What happens to students in a wheelchair? A concern regarding our students in wheelchairs was brought up in regards to the recent events that took place at MVHS when the water was shut down for a period of time. Verify with the B&G team to see if they could rent portable toilets accessible to students in wheelchairs.

Schools should reach out to their local Fire Department to ask for their help and support when creating an evacuation plan for student in wheelchairs. It was mentioned that each school has a community police officer assigned to them and they may also be able to help.

There is a box to fill in in the schools’ LERT Plans to describe the plan for students with specific special needs who will need assistance in case of an evacuation.

**IMSE (Indice milieu socio-économique)** There will be changes occurring next year in regards to the schools who are identified by MEES as being located in a *milieu défavorisé.*Schools at a IMSE level 7 or higher are considered NANS schools. NANS schools get extra grant monies from MEES. NANS stands for *New Approaches New Solutions*.

**SPECIAL EDUCATION TEACHER PARITY ADVISORY 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. Julie 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. Dawn 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. Marie-Michèle noted that she puts them with the IEPs, since the Action Plan is the first step. Dawn 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.

**Upcoming Training for Teachers** Gail explained the upcoming workshops, all of which are optional. Megan asked whether the vocational and adult sectors were invited to these workshops. Gail replied that they could certainly attend the Dr. Shaw workshop. The others are aimed towards teachers of the youth sector.

**Teacher Advisory Committee**

**Consultants/Coordinator presentations:**

Véronique Robidas (FSL/Social Studies/Arts/Phys. Ed.) – Véronique explained the game plan for next few months, an arts workshop last month, Phys. Ed meeting in March, and French teachers’ workshop in May.

Francis Giguère (School Improvement and Measurement) Francis deals with matters involving BSR, tracking dropouts and looking at general whole system data.

Maude Danis-Coulombe (Distance Education) - ETSB has a partnership with 5 other school boards around the province. Currently there are about 400 students who are working on finishing high school, including immigrants, adults, and young hockey players who are on the move. Maude has three goals for the end of year: 1) to define does Distance Ed. works 2) to meet with all the partners, and 3) to improve student experience from registration to graduation.

Marina Delis has a number of dossiers: 1) focus on early intervention – conference coming up May 30-31 on Purposeful play and literacy, 2) Sexuality Education dossier to develop strategies for the classroom, including gender identification 3) Parent Outreach – supporting transition agents with their role in facilitating the transition to Kindergarten 4) WOTP – resources and support for WOTP teachers.

**Early Intervention/Formative Assessment** The focus group this year is looking at ways to move towards a move formative approach to evaluations. The same focus will be moved on to Cycle II next year. Some high schools have requested assistance with moving some subjects toward more formative assessment.

**New Teachers** – **follow-up**: The Assistant Director of Educational Services will take on the New Teachers dossier. Jeff mentioned that there should be more financing for new teachers if the CAQ follows through on the budget.

**Wellness Workshop** – Positive comments. Suggestion that the presenter not be the same person as the year before as there is some repetition. 

**Table nationale de lutte contre l'homophobie et la transphobie des réseaux de l'éducation** Materials received at QPAT were passed on to Marina Delis.

**Educational Project: Reason MESA was replaced** This was a change at the ministry level to ensure more community buy-in and looking at means to reduce the gap between groups (girls/boys, special needs, etc) as well as to align individual school’s projects objectives with the overall lines of the School Board and the Ministry.

**4-yr old Kindergarten** The current information is that the preschool curriculum is being modified to better align the competencies of the K4 program with the K5 program. ETSB has received 2 4-year old kindergartens next year – Mansonville and St. Francis. Waterloo, Farnham, Pope and Butler already have K4’s.

**Course Integration** – There is a situation with ERC being integrated into FSL where one high school does not identify it as a separate course. Eva Lettner explained that it was an independent course where students were asked to complete certain tasks. Megan Seline consulted with QPAT and learned that a grievance could have been filed. Discussion ensued about other situations at Galt. Jeff Pauw mentioned that a company called DASH has been hired to support improved timetabling practices at the three high schools. The integration of ERC at the elementary level is acceptable.

**Substitution** Teachers are having difficulties finding substitute teachers. Principals will be encouraged to develop protocols at the school level and may need to support teachers in this area.

**Secondary One** A lengthy and energetic discussion took place on the Secondary I students in some elementary schools in the western sector and the hurtful communication issues that have emanated from this. The situation is being discussed with principals with an offer of support.

**Subject-Time Allocation** There are difficulties with scheduling at Galt and the procedures being  followed by the principal. Eva/Jeff will follow up.

**Academic Block or Study Hall or CPT** Teachers expressed the need for feedback on Piper blocks (Sec. I)  at Galt (2X75-minute periods) where teachers were assigned what to teach. Teachers reported not been consulted on the program’s effectiveness and feel that their point of view was not been  considered. Some teachers felt that the time taken from academic courses was not worth it and that students suffer academically. A letter from some Galt teachers was protesting a rotation in vice- principals, which affects a need for stability in the school.

**AGRHS** A number of diverse issues were brought up concerning Galt, including those mentioned above.

**Consultants/Coordinator presentations:**

Johanna Bisson (Consultant, Vocational Education) – She is the first ped consultant for LVTC (50%) and she has worked with some of the teachers in the past through University courses which has helped. Has begun by listening to the teams and offering choices of what to work on. They are doing lunches and some of the themes addressed are in class evaluation, exam evaluation, and classroom management. She is also looking at standards and procedures to include supporting students with special needs. There is also a lack of English materials and so far the machining teachers have requested help with curriculum and are beginning to plan for individualizing the program. At CBM this position is filled by a Val des Cerfs employee who is hired for a certain percentage to work with the ETSB teachers.

**Early Intervention –** update: the focus group is looking at having actionable data and incorporating play into the early intervention strategies. ETSB applied for a grant and the Joyful literacy team will be giving a symposium the end of May. Five schools have approached Marina to become pilot schools for next year and the ETSB hopes to bring this initiative to more schools the following year.

**Formative Assessment –** Professional learning communities have been looked at in past years, this year the focus was formative assessment the other orientation in commitment to success. Each high school principal brought in a team to work on this. The feedback was good, so they are looking at adding on teachers. Next year there will be a cycle 3 focus in Elementary. Teachers around the table were not aware of the initiative. There was different representation in each school that was decided by the principals..

**4-year old Kindergarten -** There will now be 7, K4 programs for next year (3 new ones).

**ERC Concerns/Integration of Courses –** 4 options for ERC have been presented to the teachers and  there will a an online vote to decide. School council will use the results to make the decision. The teachers were presented this at a staff meeting because there was no school council. There is a lot of concerns regarding the options. The good news is ERC will now be a subject. What is the specific amount of time for the each subject area. There is recommendation for each of these and this is where governing board plays a role in determing the allocation for each. Visual arts and performing arts expemption from Phys ed? Eva will look into this.

**Secondary One –** what kind f support is being offered – being dealt with by the DG - the communications going out will be not. The ETSB is looking at the graduation rates of these students. Organization of schools is problematic with spit levels. The board tries not to split levels outside of cycles. As long as there are 5 students or more the ministry will finance the group. Example K is 19 – so it will be split when it hits 25. Is there a way that we can offer resources for these students for specialized curriculum that they can’t get – ETSB says that ideally the high school and elementary teachers should work together

**POP –** It is not required and is given when there is there are enough students. At MV it is integrated with  French. Not being offered at GALT.

**Subject-Time Allocation –** This is being looked into and ETSB is working with the three high schools to  address this.

**AGRHS** – Megan read a sent email that was not responded to. The topics have been discussed with the Principals. The Head of  AESOP has been hired to work with the high schools and have also offered them to use DASH to help with scheduling. It will be offered again next year as a support. It was a good exercise for human resources and financing to look at this at the secondary level allocation. Has there been any feedback from DASH – ETSB talked with DASH once after the first meeting but the goal is not to ask DASH for specifics about how schools. Teachers asked to see the constraints for scheduling that were given to DASH but this was not given. Megan read a letter from a teacher about concern over the long term absences of many teachers at Alexander Galt and the negative climate. The letter acknowledges that many of the changes that have been causing upheaval and stress are in essence good practices, but they been implemented too quickly without proper support and explanation to promote buy-in from teachers. The ETSB acknowledges that there are challenges and that they are working on putting in some support to address matters.

**Substitutes**  - This is an ongoing problem. We might want to look at how to use a central system that might free up some time for secretaries and relieve teachers in the Elementary. The supply list is not always updated and teachers many times call people who are already engaged but a system may help so teachers do not make calls for no reason. A substitute system would cost about $12000 for the number of teachers in our system. There is also the possibility of creating having IT our own system like the EMSB have done. The lack of substitutes is a provincial concern and ETSB is not unique with this struggle. Concern that during the big conferences many substitutes are required. Another option is to consider having a teacher who is hired to do substitute. Right now there are a number of teachers in excess who might end up doing something like this. Qualified teachers should be a priority especially when a teacher is out for the long term. When an absence is predetermined it is easier, but month by month cases sometime drag on indefinitely. Whether someone is legally qualified or not, if they have been substituting for a certain amount of time they are to entitled to remain in the position until the teacher returns.

**Wellness -** Possibility of holding this wellness workshop on a school or board assigned day. Eva will give Megan some possibilities.

**UDL -** Tier 1 making learning accessible to all students. Individual school and teachers are using elements. Not looking at this as a board wide initiative at the moment.

**GPI Training -** New Teachers need GPI training. Consultants are available to help with this as well. Fred will be taking on this dossier.

**Bilingualism -** Does the ETSB have a French immersion? MV has a cycle 1 program, French enrichment is offered in many schools which has other subjects and content taught in French. Is it possible to come up with a list of schools? Eva will work on a list next year as it has to do with subject allocation. Eva will also look into Sherbrooke to see if this is a true French immersion program. How is the situation analyzed as the aim is to provide students with tools to remain in Quebec?

**Role of Support Staff** Evaluating students on report cards. Is this unique to one particular school? The teacher is ultimately responsible for this but an aid could conduct some of the assessments under the directive of the teacher.

**NEXT School** not in ETSB’s purview at the moment

**School fees -** It is all over the place as to what can be charged and what cannot. Fees have gone out for school fee repayment.

**Tell them from me**  - Now called Our School Survey and was optional this year.

**Recess Period -** ETSB is preparing as it will affect transportation. Looking at what is needed and to look  at how this will impact schools organization. Nothing is concrete at the moment in terms of guidelines since nothing is out officially. Elementary is looking at teacher supervision. High School – is looking at intramurals, organized athletics. This does not impact Adult Centres.

**Reading testing -** Elementary teachers are being asked to dropped the reading goals because the high schools are not using the same assessment tools. Eva will look into this and get clarifications to the teachers.

**Competency 1 math -** Some schools do not test this in the first term but do so in the second and third terms. How the schools proceed is written in their standards and procedures. According to the ministry reading the situational out loud is okay, but paraphrasing is not.

**Farnham –** has minimal space and these spaces are being shared in odd ways. A request is being made to the ministry to expand.

**ADS -** They are now not a NANS school how will they be supported?

**Special Programs (WOTP, 15+, etc.) –** There are specific criteria in terms of all of these programs and it  all falls within teacher allocation. If there are not enough students then these do not run. All of these have different criteria. Is it possible to have a cheat sheet that lays out these parameters. Eva will look into providing updated criteria for the programs.

**Distance Education –** Traditionally, Distance Ed has served mainly students outside the ETSB and some within the board. Now there is to be collaboration between Distance ed and centers the centers. The first major initiative has been the summer programming. Teachers are concerned because it is affecting their jobs, the structures, programming and programs within the centers and there was no consultation prior to the announcement that it was a done deal and final details have still not been shared. The term centralization, accompanied by a five year plan has been mentioned by the director as a response to the reason for the changes but there have been no details accompanying the statement. Other changes have been declared like the drastic change of the New Horizons calendar. The proposed calendar has only 6 pedagogical days and 18 training days which are school days. There was great discussion over the fact that there will only be 6 planning days. The rest will be teaching days because in the Adult sector they are only mandated to give a minimum of 6 planning days at 4 hours for a total of 24 planning hours. This is fine in theory, but teachers want to be scheduled strategically to maximize their teaching time with the greatest number of students. On pedagogical days, not many students come to school. Some don’t come because of transportation, but many don’t come because they are home with their own children. Many planning days fall on a Friday which means the numbers are lower to begin with. This is why NH has always had just one classroom open with the part-time teacher who actually covers the most subject areas because the teacher also takes care of Distance Ed so that student’s needs are given the situation which is a significantly decreased attendance. Planning days allow the teachers prep time, the opportunity to attend various workshops, not to mention meetings between colleagues here and in other centres. They are valuable and teachers do not want to lose them. It is understood that this format works for CBM because the full time teachers work Monday to Thursday 5 hours per day and part-time teacher(s) are brought in Fridays. This means that teachers do have good blocks of planning time every week. The current structure of New Horizons does not provide teachers with good blocks of time for teachers to work on programs and reform, the planning days provided some of this. It was also brought to the director’s attention that the NH calendar usually only has 196 days. Traditionally 2 planning days at the beginning of the year and 2 at the end of the year are dropped as compensation for teachers signing off on 30 min lunch periods. Teachers still do the standard workload just in the shortened time frame, teaching more hours throughout the week and doing availability during planning days. Jeff responds that it has to do with financing and teachers not reaching their maximum teaching hours. It was explained that this is the first time that this has occurred and is due to lack of experience administratively. Some part time teachers have had more hours than usual on schedule at various times throughout the year which meant the full-time teachers were on the schedule less. NH teachers are usually extremely flexible because in the past, big decsions such as these have always been explained and then followed by discussion to work out details and limit the impacts that administration haven’t considered. The director has heard the teachers’ concern over the lack of consultation. A meeting is scheduled Monday with regards to the calendar and another meeting on Tuesday to address concerns that teachers are to send to the director today. Eva will ask the DG to address TAC or the centres directly about the vision the school board has with regards to the centralization of Adult Ed services.

**ETSB/VDC –** SVI is for both CBM And VDC students. Teachers belong to whoever they are employed by ETSB or VDS. SVI – Eva will find out which teachers are teaching these courses. CCBE/DBE – Is a the equivalent of cycle 1 and cycle two of high school.

**Ped Days –** The 3 teachers ped days do not apply to adult ed. Jeff states that the minimum that Adult ed teachers are entitled to 6 days at 4 hours each. If teachers only have these 6 days throughout the year, the hope is that they will be placed strategically and they will remain as much needed planning time for the teachers and not be mandated for workshops and meetings.

**Calendar –** The board decides on the school calendar.

**Prerequisites –** Concerns that students will not be able to get prerequisite for vocational education because the new math programs that are comparable to the youth sector.

# HEALTH AND SAFETY COMMITTEE

**Presentation – Mental Health and Well Being Project and Discussion.**

**Wellness Workshops** - Feedback was positive. Nice to see some new faces. Would be nice to see more attending but knowing it is always hard to give up a Ped Day.

**Communication Protocol** - We have not been able to work on anything as of yet.

**Violence towards Employees** - Will be covered in CNESST feedback. QPAT survey results shared on the increase of violence towards teachers in schools. We need to make sure that information for teachers and other employees is available so they know what to do and who to contact. Supervision at MV has been identified as problematic.

**Civility** - Will be included with the Mental Health Plan.

**Heroes’ Cleanliness** - AMB has been to the school and routes have been reviewed. Things seem to be improving.

**Air Conditioning CBM** - There was a problem since this summer. Has been fixed since. Geothermal system cannot be controlled locally. Must make a phone call to control temperature.

**Defibrillator** - Updated list of who has them and who maintains them (pads must be replaced each year).

**Conflicts in the Workplace – Joint Training Session** - Second training session took place in February. Another follow-up will be organized, probably in the fall.

**Action Plan for Continuing to Create Safe Schools** - Addressed.

**Procedure for Addressing Inquiries and Complaints** - Could be included in the Communications Protocol (work in progress).

**Bells at MVHS** - Can anything be done? Requests have been made. Were not able to find any problem. Apparently the situation has been addressed as of this morning. It was a programming problem and fixed.

**Sound in Gym** - A number of Gyms are being updated and sound panels have been installed in some situations. Can all the gyms be checked? Eric has completed MV (related to ventilation system). Mansonville will be done soon, PEES will be done when ceiling is replaced. Heroes is scheduled for the summer, 2021.

**Water Issue at MVHS** - Only when kitchen staff alerted that there was no water did people become aware. The school was told at 7:30 a.m. would last for 4 hours. Toilets were brought in and water. It took a few days for the water to clear. The cause was a frozen pipe, not the first time it has happened. It was fixed and then shut off the valve.

**Absence Data** - Pierre-Andre presented some stats on our present situation. For the year, we are a little lower on absenteeism, about 200K. Files are down by about 10 files for teachers and support staff. Mental health running a bit lower than last year. Presently about 52 employees (22 related to mental health). There are 5 to 6 caused by work (3 teachers); major issue has been family member being sick accounting for more than half of all cases.

**LCEEQ Workshops** - Feedback was positive for all workshops. Possible workshop on Cannabis would be great to offer to our high schools.

**Sensitivity** - Addressed.

**Feedback from CNESST** - Overall decrease in incidents (83 reports last year); 28 were student related; 23 support staff, 4 teachers and 1 professional. So far this year (2019) there are 2 reported incidents by support staff. Falling due to ice was a problem this year and last during winter months.

**Burn Out** - Known as adjustment disorder, teachers are feeling overwhelmed, unable to meet professional responsibilities. RTI model not helping.

**Safe School Issue MVHS** - Addressed earlier.

**Survey** - Discussed earlier.

**Psychological Harassment** - New changes since January 1, 2019 discussed.

**Substitution** - Some teachers reluctant to go see admin when they cannot find a substitute. There is also some misinformation concerning who and when to call. Can something be sent out to give directions to schools?

**QPAT ADULT ED ANNUAL MEETING**

Number of Ped days for adult ed teachers depends on the school board:

8 days - EMSB

11 days - LTU 16 days - RIVERSIDE (RTU)

9 days - Lester B. Pearson (PTU)

6 days - Quebec City (CQTA) 4 hours per day; 20 hours per week)

16 days - ATA

EMSB shared some positive news: for the first time the Ministry has ruled in favour of keeping an adult ed centre operating rather than force a closure to make room for other growing sectors. The centre Galileo has won the right to stay put, due to the “vulnerability of its adult clientele”. That’s considered a big win in Montreal where schools are often closed due to other demands.

**Reform Implementation- Round Table Discussion**

Expensive labs and materials: To avoid the expense of building a new lab for the new programs, Francois Beaulieu has arranged to use the lab of the local high school once a month. Due to the equipment involved, a teacher cannot do the labs; it has to be a lab technician with a CNESST card (special safety training to work with the equipment). Qualifications are mandatory for legal and safety reasons.

Excessive amount of corrections in the new programs; impact on part- time teachers; 30 to 45 minutes to correct an exam. (Ministry’s reaction to this criticism: teachers will adjust to the new programs and become faster)

Quantity of paperwork for exams is huge

Rubrics are time-consuming and problematic

Heavier workload**:** more checklists, tracking, new sanctions

No progression of learning, e.g. it doesn’t matter if the students get 50%  or 85% in Level II Math, it will NOT help them get through Level III; progression of learning is good in the youth sector, not the adult one It is as if the ones planning Level II did not talk to the ones planning Level III, etc. Disconnected programs.

Useless Geometry exams, loaded with mistakes; a teacher was paid to point out the mistakes and she did, but the Ministry did not go with any of her corrections.

Math rubrics: teachers can justify ANY mark; difficulty in quantifying some tasks so there is a greater spread in the marks; it used to be about 5% difference between teachers; now the spread can be huge, e.g. 50% to 78% when given the same sample exam

Level III Math is harder than Sec IV

Some centres use a combination of Math Help Services (MHS) and SOFAD  texts; poorly written SOFAD material

Science: in the youth sector Level III Science does not count, but if the  student has completed that same Science course and enters adult ed,  he/she will automatically receive 4 Level IV option credits. VERY ODD.

Level III science does not prep for Level IV science; science teachers have  to teach for specific versions of the exams, e.g. tidal power on one exam  version

Need for refresher/review sections at the start of the science books like  there are in some SOFAD Math books

French 2nd language: Alexandria likes the new program, esp. Level III, IV,  V; she finds it is more relevant to the students’ situations however she  dislikes the drop in the new course’s credit value, i.e. from 6 to 4 credits

Orals are being done in the hallways during class time at most centres; no  extra time is provided for teachers so they are left to squeeze  presentations in during class time or use their availability time

**Low literacy levels are a huge factor in all subjects**, especially for  immigrants, who start off enthusiastic to learn but hit roadblocks in most  subjects.

**English:** Weak Level III; English III does not prepare students for IV; the  longest text they write is one letter; CV and Job search is not of interest to students at this level; the course and exams do not improve listening, speaking, or writing skills

Level IV, V: inappropriate subjects on some Ministry exams (gun violence in schools; pro/con immigration); confusing rubrics; poor weighting of tasks (0% for research paper, yet it is the longest writing assignment in any ENG level and necessary for advanced studies); not enough time for critical analysis exam (500 to 600 word analysis in 2 hours with no advanced prep besides reading novel and taking notes, i.e. no outline, no thesis)

Youth sector has made adaptations to reform; now adult ed is the tougher program; however both programs should correlate  If students struggle in Level III in adult ed, they frequently fail at Voc ed, so the push to get them there does not tend to produce desired results

**Students under 18:**

Major problems in some centres; high risk, unmotivated students; demanding parents; more adult ed teachers are required to report to parents about absences, progress, test results; adult ed centres are a “dumping ground for terrible students”; an adult ed teacher was recently reprimanded because she failed to tell a parent the student had failed a pre-test so the parent complained; a centre has to contact parents to report absence but **it is not the responsibility of the teacher to call.**