

TEACHER ADVISORY COMMITTEE

Online Training Days

Launch of 2 strands of training Student engagement and assessment and concluding with consolidation activities.

The first day will be dedicated to Cycle 1&2 teachers (elementary) in incorporating technology in a hybrid environment. The next two days will cover 2 strands of training including Student Engagement and Assessment in an online environment.

Technology Procedure for Substitution

Sherbrooke is preparing for a trial run of the platform. The teachers and substitutes have started inputting the information. There will be a presentation to school admin next month to show how the system works. There is also a link for substitution work on the ETSB website now to recruit new people. Sherbrooke has been piloting the Absenteo project. Having something automated in place to seek for substitute teachers is nice considering the shortage we are experiencing. Secretaries enjoy the platform as it is linked to payroll. The system is really easy to use. Administration has to input the schedule. This can be problematic when there are changes in schedules. If these changes are not done, it has an impact on the supply teacher's schedule. Having the possibility for teachers to make changes to their timetable could be helpful. There is some confusion regarding terminology elementary cycle/alternative and the schedule does not reflect recess duties. There is no way for a teacher to choose which teacher you would like to replace him/her, only the secretary has this privilege. You can attach lesson plan for the substitute or leave a message in the notes section. Messages are being sent out in French even if an English preference has been checked. Messages are sent out at 4:20pm and this can be problematic, as offices are already closed at this time, so changes can only be made the next day. You can receive quite a few messages and these can be clicked on or off in your settings. The system will be up and running for all schools by April 6th. Training secretaries and teachers will be crucial and a guide book would be beneficial. Eventually there will be video capsules available as well. There should be an indication in the system as to whether the teachers are legally qualified or not. This system will eventually be an option for the centres, if requested.

All elementary and secondary schools are registered to use the new system. Training sessions have been done with the school secretaries. There are some glitches as the English sector does not work the same as the French sector. The Absentio team has been excellent in their response. There are training videos explaining how to book supply, record your absences and there will be sessions for high school secretaries and also for

regular teachers and supply teachers. Eventually, teachers and their supply will not need to do paperwork. Some of the difficulties stem from the fact that it is harder to learn the system via Zoom. There are also still some problems with the schedules being correct in the system. Adult Ed and Tech Voc are not currently using this but will be eventually, along with custodians and bus drivers once the bugs are worked out. Absentio is a local company and was the best system that could be modified to reflect our reality. Other companies are coming out with software but GRICS is moving away from the administrative portion and keeping only the pedagogical aspect. The board will advise staff once this phase out begins.

Ped Day Workshops

The focus this year has been on the three days of online training. ETSB is looking at different methods of delivering PD during or outside of Ped days. A survey will be made available to school teams to determine the needs within our system.

2nd online learning is coming up on March 26th. A Soundprints workshop and individualized support to school teams in the implementation of JIPP are also being organized.

Dealing with Covid in Schools and Centres

There is no threshold on positive numbers to determine school closures (dealt on a case by case basis on the recommendation of the DSPu) and no tests are mandatory before sending students back to school. Students are happy to be back. It is difficult for Elementary students and their families to who are receiving distance instruction at home. Is there a minimum regarding the minutes of contact for teachers to have with students. E. Lettner will send the recent guidelines out. Adult sector students who have come back are happy to be there but some have chosen to get jobs and are not returning. The online component is offering some alternative to these students.

Evaluation

Ministry exams have been cancelled which is a relief and is making it more equitable for students. Ministry is supposed to be giving out some essential knowledges, ETSB will also be creating some. Sample assessments will be provided for schools teams to use if they choose to.

Reporting Schedule

Minister Roberge has allowed for an extension to the Jan 22 deadline to issue the first term report cards, indicating that schools must have reports available to parents by Feb 5th, 2021.

Distance Education Confidentiality Agreement (ICT Digital Rights and Responsibilities)

Concerns about teacher rights & privacy as parents have access to everything that is going on. There will be a new policy agreement that will be sent out in the near future. Supervision of student teachers will be done at a distance. These teachers will need to obtain parental consent to record students interactions during their evaluations.

M. Seline has received the document. The main changes affect permissions to record online sessions and the responsibility to protect personal images/information . Sanctions will be considered at a local level if students record sessions without permission and use these against a teacher/other students. It is suggested to use of the blurr feature to protect personal backgrounds. Recording for Bishop's Student teachers - these documents should be bilingual and there should also be a date stipulated for the destruction of recordings.

LCEEQ Training for Supply Teachers

Is looking at professional development of teachers through coaching and mentorship. ETSB gave PD to their supply teachers before Christmas. This might be a way to develop some sort of training for supply teachers using alternative methods like capsules and other things. E. Lettner will bring this to the DEEN table to see if it is a need by everyone. Could be added as an annex to their teacher mentoring and coaching.

LCEEQ has a pilot project involving different sectors of education, looking into different models of teacher coaching/mentorship. ETSB provided PD to their supply teachers in an online environment before Christmas. E. Lettner will bring this to the DEEN table to see if it is a need at other boards, and see whether this table would like to propose this as a need for PD at the LCEEQ table.

There has not been an LCEEQ meeting since our last meeting. E. Lettner would like to set up an inhouse working group to head a committee for this. Members advise that rights & responsibilities, initial visits to the buildings especially with regards to saftety drills/layout, a handbook specific to the school, and something regarding the first minutes of supply teaching should be addressed. Some of these would even be useful for teachers changing schools. J. Edwards and M. Roberts would be interested in being part of a working group.

This was brought up at the last DEEN's meeting. They were not adverse to this but most boards have been working on something locally.

QPAT Focus Group: Chantal Turgeon and Marty Roberts

Many issues have been addressed since the time of this focus group met. At the time the focus group met, teacher anxiety was high due to the uncertainty of

exams, essential knowledges, and equity. Teachers would appreciate essentials being provided by the government or school board. The focus group discussed four topics: In-Presence Teaching Models, Virtual Teaching Models, Consolidating of Learning and Essential Learning/Evaluation.

Evaluation of Learning

Information was received from Ministry that the weighting of the first term would be reduced, but we are still waiting for clarification the exact percentages.

Program of Study

Information from the Ministry has indicated that teachers will be encouraged to focus on prescribed Essential Learning for the 2020-2021 school year.

Statistics – Academically Behind

Are there statistics being compiled to see how far behind students are as compared to the previous year? The Ministry has requested statistics for selected elementary/high school classes. There are three elementary schools that were selected for the ETSB: Waterloo, Pope Memorial and North Hatley Elementary Schools.

Indigenous Education

This is not part of any particular consultant's dossier at ETSB. Indigenous people are part of the social studies curriculum and is addressed at both Elementary and Secondary levels.

Parameters – Usage of Camera

There is concern over cheating during online examinations. Triangulation of data, through observations, written work and conversations, are key to getting an accurate assessment of where students are at.

There are no guidelines at the moment but this could be looked at. Online cheating is happening through Google hangout. Our school board is not about shutting down things. ETSB will be looking at triangulating data to assess where students are at.

ETSB Focus groups

When asked if there were focus groups being formed this year at the ETSB, these may be considered if needs arise. Currently, there is a plan to survey teachers/schools on their needs for professional development for the 2021-2022 school year.

Information is being collected on PD needs via a Google form. A survey will be sent out to school teams to fill out. It is good to have common threads of PD not only within the school, but also schools within the board so that teachers are accessing similar information. For small schools, having access to additional support from Ped Consultants and other teachers at the same grade/subject level is important. Professional Partnership Program can also be accessed to promote teachers supporting other teachers.

Bubbles

It was stated that every school has a different definition of “bubbles”. Precautions and sanitary measures need to be respected everywhere. We are bound by the directives of the government and try to respect these to the best of our abilities.

Special Needs at Risk Students

is there any money or solutions down the road to help these kids. They have no parental support, not technician beside them and with distance learning these kids have lost out more than anyone. They have just announced some additional support in the form of tutoring. These funds will be shared with the schools. Consider using the technicians in the month of June to support students for remediation. Many students just are not showing up online. This is a main concern because of the need to shift the mentality, as last year attendance was not mandatory and this year it is. Google meet was great to track attendance and see how long students were actually online.

Workload at SES

M.Seline has gone through the Annex B and this no longer seems to be an issue. Situations were dealt with on a case-by-case basis.

Equipped Classrooms

is a kindergarten classroom set up differently than a grade one class? Usually have a bathroom close or in close proximity. Everything has to be close. Lots of sensory work so classrooms are usually set up a little different and you can be creative about your set up. There are no fixed parameters. Interesting to have a tab on the portal that has best practices and how to set up for classroom. Join the JIPP community that Marina has set up on Facebook for this.

Anecdotal Comments

Are there specific guidelines to consider regarding comments on report cards? Each school usually set up their own expectations through their Standards and Procedures document. Comments are a valuable source of information for parents.

In ISM when you have a student you can click on the previous years but comments are not able to be shared. The only way to get the comments is by reaching out the school secretary to print out previous years' report cards. Teachers are encouraged to reach out to previous teachers for updates.

Lockdown Plan

The lockdown at Massey Vanier English side went very well. Online learning the next day put teachers in a difficult position, as they didn't have answers for parents and students. Some procedures are in place but questions should be addressed to school council.

Suggestions: We need a team to support the students in person ideally or at least online together. There should be a protocol to respond to these situations or one better be created. It should be a collaborative, school based approach. Why not use break out rooms with professionals and support staff for especially vulnerable students? Why not have break out rooms with support staff and admin for extreme behaviour problems during online sessions? Why not have periodic drop-ins by surveillants to ensure all rules are followed? But who was with the children? Who have been with the children through all of this? I do not think we should have online learning the day after an emergency like a lockdown. After an emergency like that, we need to be with our students physically to read them, support them, reassure them and then maybe, maybe then teach them.

In the event of a lockdown and there is no school the next day, then there should be no school the next day. *M. Seline - Parents would have been with the students the day after the lockdown. Consider a protocol for parents.* These will be brought to Health and Safety.

QPAT Survey of Teachers Teaching Secondary IV and V Courses with Obligatory End-of-Year Exams

The results will be sent to E. Lettner, and F. Norfalaise.

Continuing Education Update

LRC meeting will be scheduled by M. Soucy. There will be money allocated to the Adult sector for this year with regards to mental health and support measures.

Evaluation – Hairdressing

E. Lettner will follow up with the Centre director on whether they will allow evaluation on mannequins with wigs, as opposed to real people. With the loosening of the restrictions, evaluations can be conducted on real people following the sanitary rules.

Evaluation

Ministry exams have been cancelled, which is a relief to most teachers, and is making it more equitable for students. The Ministry will be giving out essential knowledge in various subjects. ETSB will also be sharing some board-wide essentials. Sample alternative assessments will be provided for schools teams to use if they choose to.

QPAT Emergency Remote Learning Survey

The results of this survey have been shared. Highlights include areas of concern including Internet connectivity, and a need for increased technical support and training for remote learning. ETSB is organizing training during the 3 pedagogical days.

Elementary: Time for planning, one or the other but not hybrid, more clarity with expectation for parents and students. Secondary teachers also mentioned platforms – ETSB is promoting Google Classroom and Meet. Zoom is still an option for teachers. Support (tech, special needs) Adult – Training and tech support, motivation, parents, mental health, health issues, family issues, retention and attendance. Teachers who are concerned over Internet connections that are not good at home can come into the school. For students who do not have access there are LTE sticks available for families. There is an option for school to remain open for vulnerable students. This can be looked at as needed

Virtual Campus Teacher Survey

A survey was administered to teachers of our local distance services. Some concerns included the fact that students having difficulties completing work independently, parents often think that teachers are available all the time. Other concerns included the workload and mental health of teachers, and expenses that are assumed from teachers pockets (setting up of home office, internet fees, ink/paper, etc.). F. Norfalaise will check to see about access for teachers to previous report cards.

This survey took place in the 20-21 school year, at the provincial level. Megan shared the provincial results with us regarding questions that specifically targeted teaching students with special needs.

The survey was sent out to teachers at the provincial level. Some of the needs that emerged from this survey were:

At the Elementary level: Time for planning, the support to students in person and online was difficult, more clarity on expectation for parents and students.

At the Secondary level: platforms – ETSB is promoting Google Classroom (learning hub) and Meet (video-conferencing). Zoom is still an option for teachers. Technical support and support for special needs students was also brought forth.

Adult – Training and tech support, motivation, parents, mental health, health issues, family issues, retention and attendance. Teachers are also concerned over internet connections that are not good at home.

At the ETSB, for students who do not have Internet access, there are LTE sticks available for families.

There is an option for school to remain open for vulnerable students. This decision is to be taken at the local level.

Students not capable of independent work, parents often think that teachers are available all the time. State of teachers' mental health, there is a cost associated also. F. Norfalaise will check to see about access at ACES to previous report cards.

SEE ALL NOTES BELOW

Qualitative Data from Virtual Campus Survey

Snapshot of Issues Emerging from Teacher Feedback:

Training:

No training re: online resources

Online training happening concurrently with teaching, rather than prior

Parents and students need virtual learning training

Teacher State of Health:

Teachers feeling overloaded

Exhausted: mentally, physically, emotionally

Physical strain/pain due to improper work set up/makeshift work environment

No personal time, sense of being available all the time, parents contacting teachers at all hours of the day

Being contacted on weekends by parents/admin

Feeling inadequate, not meeting the needs of students/demands of parents

Workload:

Increase of hours worked per week compared to face-to-face (e.g., up to 90 hours per week spent teaching, planning, preparing material, evaluating, communicating with students, communicating with parents)

Extra 2 - 3 hours of work per day answering emails from parents

Having to communicate with parents about missing work/assignments when this can be checked/followed-up by parents in Google Classroom

New students being added to groups weekly (e.g., 8 students per week on average)

Teaching subjects outside of qualifications/experience

Adds to time needed to learn to teach new subject, plan/prepare teaching material

How to evaluate students still unclear

Training parents how to work with/support their children

Expected to cover the same amount of material as face-to-face teaching but in less time

Technological glitches (work disappearing, firewalls, bandwidths, site permissions, system crashes...) slows teaching/learning progress

More time to plan/prepare/train substitute when absence is required

Difficulty finding substitutes/replacements

Cost:

Paying for virtual teaching needs/material out of pocket: printer, ink, internet, paper, teaching resource

Teachers told budget for this not necessary since they aren't travelling to work, buying clothes, etc.

Loss of internet/power outage resulting in loss of a sick day/PLA day

Setting up home office to have a setting in which to teach virtually - costly

Resources/Material:

Not available to students (online resources/workbooks)

Lack of resources: no budget to buy resources; still waiting for resource purchased months ago, lack of reading material

Inadequate for functioning as a school/campus

Inequitable access compared to teaching in school

Parents:

Insecure about success of their child's learning

Helping child too much with online learning

Interfering with teaching

Aggressive, attacking in emails, sending teachers performance reviews

Students:

Too much screen time for small children

Pre K incapable of understanding people on screen are real

No lab work opportunities for HS students (Sec 4) in preparation for provincial exams

Administrator(s)

High turnover rate of administrators/many changes (e.g., four administrators since start of school year)

Lack of consistent direction, support • Unfamiliar with online learning and giving directives that don't make sense

Taking absences, amount of material to cover; rubrics/ evaluation tools to use

Confusion as to how students should be evaluated

Students with Special Needs:

High IEP ratio in groups with little to no support/resource

IEPs not reflecting virtual learning context; no support as such identified in IEP

Students with physical disabilities rely on parents/grandparents to function online

Parents/grandparents needing much support to navigate online learning context

Access to student information/files:

*No access to GPI/previous report cards or only recent access

*No class lists, or class lists constantly changing

*No access to IEPs or access to IEPs limited

*NFSB/LBPSB issue because of merging the SBs together to provide online learning???

LCEEQ

The keynote speakers were good. Reviews on the quality of presenters varied. It was noted that online is not as good for some presenters who are used to in-person presentations. Suggestion that Special Needs might be a topic for LCEEQ to consider providing professional development for.

Calendar

There is a tentative calendar that will be brought to the Council of Commissioners next week. Four planning days are placed at the beginning of the school year. The first day with students is on Aug 31st. It was suggested that Convention not be scheduled the same week as Thanksgiving, as it incurs a three-day school week in October with a long stretch until the next break in November. It was recommend that Nov 19 or Dec 6 be secured for Wellness Day workshops (preferably November).

Tutoring

The measure from government that was received is decentralized to schools. Some schools have been using the funds for tutoring and other schools have used these to support students in a different manner. Schools are accountable to the Ministry on how the funds are being used. Tutoring is typically being held after school but can be provided within the students' schedule. Adult sector has been providing tutoring opportunities as well.

Value-Added/VAR/ECA

Will be discussed at a later date. The money is there but it is not rolled over if not used. There is a request going out to the Ministry to roll these funds over, but it will likely be refused. J. Pauw and M. Seline will meet to discuss some creative means of using these moneys.

New ERC and Preschool Programs

The new ERC program is now out. Two teachers from each school board have been invited to pilot the new program.

Culture of Celebration & Meeting in June

On one of the last three days of June, it would be nice to offer some ped development/workshops at different venues, as a means of connecting with others and ending the year on a positive note. An online and in-person offering could be considered. Considering the potential large numbers at these venues, the idea will be brought forth for discussion at a future Directors' meeting.

It would be a 'We All Survived' event following all the sane public safety rules. The idea is to have a wellness/ped day with different activities in different places, hiking, comedian ... on a volunteer basis. If it is only union contributing it would be a smaller event, but if we did an event with the ETSB it could be larger. The date would be June 25th. Some money may be available from PIC (looking at about a \$10000 event split between the union and SB). The idea in principal is wonderful after the year we have all had. There is hesitance at the moment due to the limit on even people gathering outside let alone in a closed space. As it is a teacher ped day nothing is being organized and teachers would be free to set their own priorities for the day.

Professional Partnership Program

A reminder was sent out that moneys are available– the caption was “Tired of Talking to your Turtle? Opportunity to share practices and communicate with someone outside of your bubble”.

Special Needs and at Risk Students

Are there any moneys or solutions to support these students in reducing learning gaps. Many have little parental support in a distance-learning environment. The government has announced some additional financial support for of tutoring and mental health. These funds will be decentralized to schools. Further in person support should also be considered in June, as absenteeism has proven to be problematic in the online environment.

Learning to prioritize for 2020-21

The subjects that have been prioritized and the the essential learnings have been sent to the schools.

Teachers' obligation regarding isolated students

If one student is placed in isolation – what is the responsibility of the teacher? There is an obligation to touch base and provide work for the student to complete while in isolation. These instructions are available in the ETSB Guidelines, available to all teachers. E. Lettner will send it to M. Seline once the next update has been completed.

Secondary 1 at Elementary Schools

K. Mackey was unable to attend today's meeting. This is being currently discussed at the Council of Commissioners. Concern was expressed at the issue being brought up repeatedly, year after year. Some comments: the numbers of students in Sec.1 at the elementary schools are decreasing, sports and extra curricular are not comparable, students are ready to make new friends and move on, we should do more to reduce the stress of transition, space is an issue in most elementary schools, facilities are not made for bigger students, the pedagogy doesn't make sense (split class, limited access to professionals, science labs, music, limited options). Historically, the Bedford Board had encouraged keeping the grade 7 students in elementary because of a lack of space at the high school. Now, only 2 schools are offering this as a parental choice. Further discussion needs to take place in order to find an equitable solution for all. Pedagogically, if students are held back an additional year in Grade 6, this is a completely different matter.

Secondary 1 at Waterloo

Is not being offered next year as there were only two registrations.

Last Day of Classes

Will be June 23rd at high schools. Schools are looking to reinvent June with reinforcement activity days and evaluations.

Latest Updates MEQ – Covid-19

All students will be back in the school full-time as of March 22nd. Changes in ECA rules and more activities will be authorized within class bubbles as of March 26th. Still waiting upon the Ministry Q&A document that will give more details on what is allowed. Interschool competitions will not occur. Phys ed. teachers have been very creative and keeping the class bubbles active. Teachers can now be vaccinated. Go to Clic Sante to book an appointment. Keep returning as new spots open up frequently. Recall of the masks that were given out by the ministry was done as soon as the announcement was made. The reinforcing the wearing of masks at all times is important. There is a need for bigger masks as some grade six students are getting irritated behind the ears that will be looked into. There are more requests for homeschooling because of the masks being mandatory at all times for younger students. There is discrepancy between the two school boards at the Massey Vanier campus as students are using masks on one side but not on the other during physical activities and this may become an issue as teachers following the rules are

voicing their disapproval. There has now been a confirmed case this week in the adult ed sector. Adult students follow the rules during class but many do not when they are on break and at lunch. Students come from all over the place and classes are not fixed like they are in the youth sector so it is a concern for some teachers.

Wellness Workshop

More to come in June; a date will be set.

Our School Survey

The DG table has made an investment for a three year period. There is a new health and well being section that will be limited to the students this year. This will be a last attempt to see if this tool will continue to be used after this mandate. There are no comments from teachers at this time, but once the survey has been administered a follow-up would be appreciated.

ETSB Parent Communications

Is it possible for the teachers to be included on parent communications as it is difficult to respond to questions when we do not have all the information? The chain of communication is important and ETSB wants teachers and staff to be aware of communications that go to parents. There was a glitch in the system last week and IT has worked on this.

Strike Day Directives

It is too early to say if there is a major impact on students pedagogically. The attendance seemed to be good, not 100% but ranges from 60% or more. There will be further discussions at the management table.

HEALTH AND SAFETY COMMITTEE

Covid Concerns / New Cases

60 cases so far. Heroes has one class in January shut for two weeks, RRHS also. What happens when someone has an exemption and cannot wear a mask? Must maintain the 2m distance.

One class at Galt closed, returning on the 8th, RRHS one class, 70 actual cases in all, two of which are active. Peggy shared a student study on germs. It concluded that push buttons on fountains, light switches and push buttons on hand sanitizer are the hot areas. Eric commented that all schools are getting touchless water fountains. Old push button should not be used. Megan expressed concern with activities opening up. Back to bubble groups by next

Monday.

Wellness Workshops – 2021

Looking at date for next year. Could be either November or December planning day. We want to include all staff and ask the administrative team to promote the event. Gail should communicate gift bags.

Waiting on a date. Ped Service will let us know which of the ped days can be used.

Conflict Resolution in the Workplace – DPR System

We have been working on a DPR system for the past two years. It has involved DGs, QPAT, HR and AAESQ of the nine English school boards. We are inviting our Support Staff and Professional unions to join us in this project. More details will follow through LRC and planning meetings.

Guidelines for a Dispute Prevention Resolution system being worked on. Looking for feedback from other groups. Megan and Julie explained the flowchart of the DPR system. HR will continue the consultation with our Professionals and TRUSS through the regular LRC meetings. The goal is resolve dispute before it becomes worse. Training will be provided to key players in the conflict resolution. Guidelines, once completed, will be shared and we welcome comments.

New Forms to declare workplace incidents

A new form was proposed to report workplace incidents. This form is to be filled out in the event of an incident in schools / centres. It is complementary to the accident report and both should be filled out if there is an accident.

Ventilation & Air Quality

ETSB received 114 000\$ to clean and repair our ventilation systems. Also, CO2 testing is being done and communication regarding results will be made public by the ministry. Today, the last school (Galt) is being tested.

8 schools left to finish. First wave is done. We decided to test all classrooms. Once completed, the rest of the results will be shared with principals. All of our schools are ok. In the news, claiming that the testing was not scientifically approved. CO2 testing was approved, not necessarily the protocol. Our testing, we have data loggers giving a full day of readings. We will know exactly what time the highest peaks are during the day. The readings we get can give the teacher important information to ventilate the class.

EAP Magnets

Julie has prepared 300 fridge magnets. Thank you Julie. We will send both Stefanie and Wanda some magnets to distribute if requested.

Code of Conduct / Civility

Julie has been working on a code of ethics to cover civility, communication, confidentiality, gifts, etc. Will go out for consultation and follow the normal process.

Started off with work on Civility in the Workplace. It has evolved into something much broader. This is a province wide initiative taking into account the risks in all organization. Describes how we should behave as individuals to each other, among other things.

Heroes' Issues

Continuing to have issues with the caretaker (and rats) blaming other people, changing paper towels and toilet paper, blood on floors in K class for days. Scheduling work is an issue, not unlocking doors for students, parents. Not bleeding radiators every morning like he was told to do.

Energia

The school board has offered all employees dealing with mental health and wellbeing. You can still sign up if interested. Will have some prizes to be drawn. Program is done very well and very informative. As of today, 180 employees are doing the course.

How many employees have signed up? There are 203 employees who are following the course. Can there be a breakdown of the categories of employees? Julie will look at data.

Safety Log

Megan and Liane attended a meeting at QPAT who were talking about having a log book available to all staff that would record incidents. Do we have a log book at each school? Schools generally keep a "book" of incidents (confidential) in the office. Jeff will look into having a standard for all schools.

Jeff looked to find a log book on the CNESST website but did not find one. Will continue to try to find something easy to use. Possibility to enter centrally from

accident reports and shared.

Procedural Masks

Megan has been getting questions concerning masks and the recall. Everything that we are now receiving are certified. If staff want to use their own masks, they must be certified. We did receive procedural masks from the ministry (certified). The masks need to be changed after 4 hours. Masks need to be worn inside and out. How do we answer parental concerns over masks and the steps to be taken? Forward the questions to the board and we will analyze.

EAP data

Jeff shared the quarterly update from Morneau Shepell. Numbers are generally the same as previous years, with a significant number in November (9). Overall satisfaction is at 100% Final report in June.

Dévoilement des Premiers Résultats de L'enquête sur la Sante Psychologique des 12 – 25 ans.

Based on the report, survey put out by U de S showed that stress levels of 18 – 24 age group are particularly high. This sector is higher than the youth sector.

Sonia Lupin: Stress presentations

At a special needs meeting, T. Smith recommended a presenter to show how to work with kids during stressful times. Emmanuelle is aware.

Lead in Water

What were the results? What about letting it run for 5 minutes? Water fountains should let run for 1 minute, kitchen for 5 minutes. Now all elementary schools have been tested. Water fountains are all negative for lead. Working on high schools now (80% finished). So far everything is fine. Results will be online in the next week or so on our website.

LTD

A letter goes out with the forms for LTD about 6 months before salary insurance expires. Right now there are 10 teachers on LTD.

SPECIAL EDUCATION TEACHER PARITY ADVISORY COMMITTEE

Workshop on Developmental Language Disorder

The workshop was held on Dec 4th. There were over 50 participants. The feedback received was very positive. People mentioned they enjoyed having workshops presented by our own professionals. Phil mentioned that it had been a long time since a workshop from SLPs was offered and that it was relevant to receive the latest information. Todd mentioned that he appreciated the practical and useful ideas shared as well as the strategies to use in the classroom, suggested materials, and ways to recognize students with language difficulties (red flags).

ETSB Binder for Special Needs

It is being worked on actively at the moment. A few ATA members are working with Kymberley on this (Todd Smith, Phil Cannon, Eleanor O'Neill). We cannot guarantee when it will be done but it remains a priority.

Supporting the Mental Health of our Students

The same presentation by Kim Barthel was offered on 3 different occasions (Nov. 24th at 3:30 pm, Nov. 26th at 7pm and Nov 28th at 11am). The feedback received was very positive for the most part. People liked the format (one hour – option in date and time) as well as the content. Those who knew more about wellness and trauma did not find it as interesting, but most participants were not well versed and truly appreciated the presentation. We are looking at organizing a second session this winter for staff and a session for parents as well.

Role of Resource Teachers

We looked at the document “Resource Teacher Reference Framework” prepared working document. Members offered feedback. We will present the document at next week’s principals’ meeting for feedback.

Verification Process

No verification process this year. Our files must be as rigorous as in the past because the criteria for codes have not changed. It is possible to give temporary codes when we are missing some paper work from professionals and are sure that the diagnosis will be confirmed. However, the two other criteria for a code have not changed: (1) severe and persistent limitations in school preventing the student from functioning without support and (2) need for support at the school level as prescribed by MEQ. School teams still need to complete code requests forms and send to my attention.

Coded Students

We looked at the document presenting the current status of students with IEPs and coded students at the board level and per school.

Action Plan

A question was asked regarding the number of schools who use Action Plans. Emmanuelle will inquire about it and come back with numbers at our next meeting.

Members mentioned that the WATCH Action Plans are useful documents and that teachers like using it because it contains a lot of important information and it is easier for parents to understand. There is a need to clarify where the plans need to be kept to ensure that they are transferred to secondary school.

Read and Write

Phil asking secondary school members if they have students who are reluctant to using

Read&Write and if so, how do they increase their engagement level.

Offer it to everyone in the class

Use it yourself as a teacher (modelling)

Teaching is explicitly to students

Todd created a video that he shares with parents for them to better understand the tool

Offering 101 courses to students who need it

Digital version of textbooks and workbooks help

Used more in centres (Oasis and Home-Base)

Emmanuelle will speak to Fred about the possibility of purchasing board license for the Snapverter App .

Role of Resource Teachers

The document was shared with principals on January 29th. Principals were invited to offer their feedback to Kymberley by email. It was well-received. This document will remain a working document and will be tweaked over time to make sure it remains relevant and helpful.

Supporting the Mental Health of our Students

A second session will be offered this winter for staff and parents. Will be advertised soon. Both will be offered through Zoom. Julie spoke about the Energia offer that has been shared with staff. The focus is on our own mental health. It will be offered online and people can do it at their own pace. The launch will take place on Friday, February 12th from 9am to 10am. It is a free program

and ETSB has access to 1000 seats. The offer will be promoted next week.

Laura mentioned that daily meditating sessions are offered at AGRHS by their psychoeducator.

Action Plan

Emmanuelle will ask principals for the number of WATCH Action Plans in each school.

DSPu Survey Results

The Effect of the Pandemic on Youth (12-25 years old) Emmanuelle shared the results of the survey. The full presentation will be shared along with the minutes of this meeting.

Resource Needs Round-Table

Megan asked to have a round-table discussion on whether or not members feel that the resource needs are answered in their school. The general consensus is that people are doing the very best they can with the resources they have.

Norma mentioned that there is room for improvement when it comes to making sure we address all the needs. At the secondary level, Diane mentioned that currently the emotional needs of students outweigh their academic needs. Students are not available to receive academic help at the moment.

Julie voiced her concern about the fact that there are no courses offered in English in *orthopédagogie*.

Phil mentioned that the *orthopédagogue* association he is affiliated with is looking into

networking with Concordia and McGill Universities. Megan mentioned that there is a

discussion between QPAT and Concordia & McGill Universities to offer courses for

teachers who wish to teach in the Vocational Education sector and become qualified

teachers. She will bring up the topic of resource teachers (possible certificate resource

teacher) in their next conversation.

Dawn suggested that we contact Bishop's University to look into the possibility for them

to offer a type of Summer Institute like it was done in the past with cooperative learning,

but this time with a focus on teaching resource. Credits from these courses could go

towards a Master's Degree in Education. This could be a motivator for teachers. Another suggestion would be for LCEEQ to offer this type of Institute. Emmanuelle will touch base with Eva who sits on the LCEEQ committee to see if she could bring it up at their next meeting.

Summary of Emergency Focus Group QPAT

A focus group met on September 28th. There were two ETSB teachers present among other union representatives from other school boards. Megan shared comments that were expressed at that meeting.

Summary Report for ETSB

QPAT Emergency Remote Learning Survey This survey was conducted in June 2020.

The results of this survey were already presented to the Teacher Advisory Committee.

Today, Megan shared the answers to questions that specifically addressed students with special needs.

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