**TEACHER ADVISORY COMMITTEE**

**Consultants/Coordinator presentations:**  Johanna Bisson (Consultant, Vocational Education)

She is the first ped consultant hired by LVTC (50%) and has worked with some of the teachers at the centre in the past through her offer of classes at the University level. Johanna has concentrated on documenting the needs of teachers and offering options for support, including evaluation, and classroom management. She is also helping the Center in the development of their Standards and Procedures document. Finally, she has proposed different measures to the Centre Director for the development of tools and she is supporting Machining teachers in the creation of individualized materials. At CBM, the consultant’s position is occupied by a Val des Cerfs employee who is hired for a certain percentage to work with ETSB teachers.

**Early Intervention – T**he focus group is looking at assessment tasks in view of collecting actionable data and incorporating play into the early intervention strategies. ETSB applied for a grant to host a Joyful Literacy Summit at the end of May 2019. Several schools have approached Marina to become a pilot school in the implementation of the Joyful Literacy approach for next year and the ETSB hopes to bring this initiative to more schools the following year.

**Formative Assessment –** Professional Learning Communities were introduced in several schools in past years, and this year the focus of our Evidence-based project was on formative assessment. Every high school chose a team who agreed to implement various components of formative assessment. Next year, more teachers will be invited to the group, with a focus on collaborative formative assessment. As well, a focus group will be invited to investigate Formative Assessment practices in Cycle 2 elementary.

**4-year old Kindergarten –** The Ministry has approved 3 additional K4 programs for the ETSB (Mansonville, Heroes and St-Francis), bringing the total number of K4 programs to 7.

**ERC Concerns/Integration of Courses –** AGRHS’s admin team presented the staff with different options for the offer ERC classes. ERC will be incorporated into the schedule as a separate class. A question arose as to whether students registered in the Visual Arts and Performing Arts concentrations were exempt from Phys Ed.

**Secondary One – Western Sector -** The Director General is meeting with principals concerned to discuss communications sent out to parents. The ETSB is determining the graduation rates of students who enter MVHS in Grade 8 vs. Grade 7. Ideally, Grade 7 teachers in elementary schools should be planning collaboratively with the high school teachers. While split groups across cycles are not recommended, the Ministry will provide special funding for small groups of a minimum of 6 students.

**POP –** While POP is not a compulsory course for Graduation purposes, it is offered in the applied pathways at MVHS and RRHS. It is not being offered at AGRHS due to lack of registrations.

**Subject-Time Allocation –** The School Board is working with high schools to support scheduling practices.

**AGRHS** – Pierre Charland was hired to support high schools with school organization and an outside firm (DASH) is working with the high schools to support Master Timetabling. M. Seline shared a letter of  concern from a teacher at AGRHS.

**Substitutes** – The lack of substitute teachers is an ongoing problem province-wide. M. Roberts  suggested a centralized system that is currently in place at SWLSB. Concerns were expressed over the supply teacher lists not being up to date and the difficulties of finding supply teachers, especially during large organized events. Another option was proposed to have a teacher hired to supply teach. The size of our territory makes this difficult, but teachers on excess could take on this responsibility. The pedagocial impacts of individuals being hired without the proper qualifications to replace teachers on leave was questioned. Qualified teachers should be prioritized to replace teachers on long-term absences.

**UDL –** Universal Design for Learning is a Tier 1 strategy making learning accessible to all students. Individual schools and teachers are incorporating elements of UDL in their practice.

**GPI Training –** New Teachers need training in the use of GPI. Consultants have created documents to support teachers with the entry of marks. The ETSB will review this dossier when the Assistant Director of Educational Services is in place.

**Bilingualism –** Does the ETSB have French immersion programs? MV has a program in Cycle 1. French enrichment is offered in many school, and some have other subjects are being taught in French. A list of the different programs offered in the various schools will be established next year.

**Role of Support Staff –** A question was posed as to whether a support staff could be responsible for the evaluation of students. The teacher is ultimately responsible for the evaluation of students, but he/she can direct a support staff to conduct some assessments with students.

**NEXT School –** This is not in the ETSB’s purview at the moment.

**School fees –** The Ministry has not yet shared the updated Law on Consumable Fees charged to parents. Cheques have been distributed pertaining to the class-action lawsuit pertaining to school fees.

**Tell them from me** – Now called Our School Survey, the survey was optional this year to schools who  wished to use the data for their Educational Project targets.

**Recess Period –** While the directives pertaining to the implementation of 2 twenty-minute active  periods has not been shared with school boards as of yet, the ETSB is preparing various scenarios, as it will have an affect on transportation. Looking at what is needed and to look at how this will impact schools organization. This does not impact Adult Centres.

**Reading testing –** It was suggested that elementary teachers are being asked to drop reading goals on students IEPs because high schools are not using the same assessment tools.

**Competency 1 Math –** Some schools do not test this competency during the first term, but are doing so during the second and third terms. These practices are included in each school’s Standards and Procedures documents. Sanction rules suggest that while reading a situational out loud is permitted, paraphrasing is not.

**Farnham –** Farnham’s population has doubled in the past 6 years. Their space is limited and is being used in creative ways to provide services. A request will be made to the Ministry for expansion.

**ADS -** As ADS is no longer a NANS school, there is concern over how some of the programs offered at the school will be maintained.

**Special Programs (WOTP, 15+, etc.) –** There is specific criteria to be admissible for specialized programs. M. Seline requested a summary that lays out the parameters of each program. E. Lettner will look into providing this information in future.

**Distance Education –** Traditionally, Distance Ed has served mainly students outside the ETSB. The Distance Ed service is now working more collaboratively with the Adult centers to serve students within our own board. There was concern expressed over the impact of these changes and the lack of consultation with Adult centre employees. Other changes made to the New Horizons calendar were also brought forth. J. Pauw explained the teacher workload parameters at the Adult sector. The Adult Centre director has heard teachers’ concern over the lack of consultation and meetings are scheduled to address these. E. Lettner will invite the DG to address TAC regarding the school board’s vision on the centralization of services at the Adult Sector at a future meeting.

**ETSB/VDC –** SVI program at CBM is available to both ETSB and CSVDC students. E. Lettner will seek to find out the link of employment for teachers teaching this course. The CCBE courses are the equivalent of Cycle 1 Secondary classes and the DBE courses are the equivalent of Cycle two Secondary courses.

**Ped Days –** The 3 teachers ped days do not apply to the Adult sector. J. Pauw explained that the changes made are in line with the Collective Agreement (6 days @ 4 hours, for a total of 24 hours). It was suggested that these days be placed strategically in the calendar and reserved for planning purposes.

**Calendar –** The calendar for the Adult Sector does not need to be approved by the Council of Commissioners.

**Prerequisites –** Concern was expressed over the new program competencies that are difficult to attain by the Adult population.

**TEACHER ADVISORY COMMITTEE**

**June 17, 2019**

Consultants/Coordinator presentations:

* Marie-Andrée Cloutier (ISP)
* Cheryl Cantin

ERC Concerns/Integration of Courses

Wellness

Bilingualism

Decentralization of Funds

Ped Day Designation

Recess Period

Reading Testing

Special Programs Distance Education (M.Soucy)

Calendar and Workshops

New Teachers

Bill 21

Adult - Resource

* 1. CBM Entente
	2. LVTC Authorization Request
	3. Vocational - Individualized Programs

**Notes not yet available.**

**BOARD LEVEL SPECIAL EDUCATION PARITY COMMITTEE**

Grants Decentralized to Schools

Jeff explained that this year’s grants were decentralized to the schools. There are 3 main grants, as well as many smaller ones. The main grants are:

* Early Intervention for Kindergarten and Cycle 1 (15025)
* Coup de pouce de la 2e à la 6e année primaire (15027)
* Accroche-toi au secondaire (15026)

The school manages the monies. A total average of 12.42 teachers were added to the system, mainly in the elementary schools. The high schools used the monies differently, mainly towards adding other resources (SET, HSA). One school used their allocation to create a 0.71 professional position. There are also grants for the adult sector:

* Accroche-toi en formation général adulte
* Accroche-toi en formation professionnel

New Horizons filled a 1.2 SET position and a 0.7 professional position.

A 0.5 education consultant position was filled at LVTC and a 0.3 position at CBM-vocational centre. In total, a little over 20 full time positions were filled thanks to the decentralized grants. Because of this, almost everyone on the supply lists was hired. This means there are fewer supply teachers available. Will the school board be advertising for more supply teachers to fill the need? Jeff said they will, but there are not that many available teachers with the necessary qualifications. The situation is the same everywhere, for all job types (teachers, prof. technicians, etc.) all across the region (not just ETSB). Megan noted that the many retired teachers filling teaching contracts could be used as supply teachers instead. Jeff explains that when the contracts were posted, no new people could be found to fill them, so the retirees were chosen.

School/Centre Tour

Gail said that the school/centre tour has been put on hold as there is still no support staff union representative. There was a General Assembly but no quorum. Another General Assembly is scheduled.

Transgender Youth

At the last meeting it was asked if the topic of Transgender is part of the sex education program. Gail stated that Marina Delis shared that it is part of the Grade 6 sexuality education program and can be included in the Sec 5 program. Gail read an excerpt from the grade 6 program. Main points:

* Explain how discrimination based on gender identity, gender expression and sexual orientation can affect people
* Discuss the role that you can play in respecting sexual diversity and differences.

Dawn said that Marina was at LES on Tuesday night to speak with concerned parents about the sexuality education program. It was well received. Megan asked if it would be possible for Marina to address the Central Parents’ Committee. The members could then bring the information back to the schools, preventing Marina from having to go to all schools.

Action Plan for Safe Schools

Gail noted that the Action Plan document dated back to February 11, 2014. There was another, dated November 2012, but there were very few changes between the two. Adults were not referred to in either document.

Professional Services

Gail stated that there are some vacancies. Diana Poot’s retirement brought changes to staffing. Noemie Caya took Diana’s permanent position, which left Waterloo without a psychoeducator. A part-time psychoeducator took on this position. Currently, there is a vacant position (20%) at LES. Anick Maltais, is currently on preventive leave. We are looking for replacement. She is giving support at a distance for now. The SLP position has yet to be filled as no qualified candidate has been found. We are still using *Les Loupiots* for now. Some parents have been to Montreal for assessments. Audrée-Jeanne Beaudoin, our OT, left in the fall. Rachel Lassenba, an ETSB grad, has taken the position since January.

Temp extra hours

Megan asked for clarification concerning Annex B. Gail explained that this subject is part of the Decentralized Grants (4.1)

Flight Risk

Megan asked if the Best Practices was discussed at the Principal’s Meeting. Gail said it was discussed very briefly.

New CES Director

Gail announced that Emmanuelle Gaudet has been appointed as the new CES Director. She is welcomed to the position. Emmanuelle has been part of the team for a while already and Gail has great confidence in her abilities.

Verification of Ministry Code

Gail explained the new process for Verification (previously Validation) of Ministry codes. A list of 20 students was received in November. Unlike previous years, this list did not include only students who received codes this year. Some are now in high school but had received codes in elementary school. This process proved to be quite challenging at times: the criteria for codes and diagnoses has changed over the years which can make it harder to demonstrate that the student meets the current criteria. The MEES required all reports used to justify the codes, including documents from this year. The professionals in school worked hard to help. The files were sent to MEES yesterday. Now we must wait for March or April; if more documentation is needed, the Ministry will contact us.

Allocation of Support Staff Hours for Codes

Preliminary discussion ensued on the allocation of support staff. The requests will be made in a few months. The new Verification procedure will make us reconsider the request process. We need to ensure that we are able to justify the codes. We looked at the chart of base allocation for each code and discussed possible changes to better meet the students’ needs. Some concerns are brought up: the needs of students with a code 99 can vary greatly, students with a code 23 need extensive support, the 3 classifications of code 50 causes confusion. Changes were agreed upon:

* The classification of code 50s: 50-1 becomes 50-C1, 50-2 becomes 50-C2 and 50-3 becomes 50-C3.
* The base allocation for code 99 is changed to 3 HSA and 2 SET

Resource Allocation

Megan discussed concerns regarding the Annex B and resource allocation, mainly for the high schools. RRHS has 2 resource teachers, at 46.55% each. MVHS has 5 resource teachers, representing 45% of a position. They are regular teachers who are doing resource (no actual resource teachers). For AGRHS, there are 23 regular teachers doing resource, representing 3.47 positions. Megan questioned whether the teachers are doing resource or remediation. She also questions whether the AGRHS structure is the most beneficial. Jeff notes that the allocations are managed by the school. The structure depends on the way that workloads are set up. Some teachers are assigned resource time to fill up their workloads. They may be doing remediation instead, but both are beneficial to the student.

Planning of Ad-Hocs

In reference to the IEPs, Megan brought up the way that Ad-Hocs are planned, comparing high schools and elementary schools. Some elementary school teachers have asked if Ad-Hocs could be planned like in high schools, where the administration takes care of things rather than the teachers themselves. Norma noted that, depending on the size of the school it could take much more time to get organized. Dawn mentioned that for LES, it depends on the situation. Sometimes she takes care of it, and other times it is the teacher. The resource teacher helps in getting the people involved and the classroom teacher contacts the parents.

**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

Power point presentation

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? 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. 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. 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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **IMSE Level** | **School** | **IMSE Level** |
| A.D.S. | 7 | Pope Memorial | 9 |
| Ayer’s Cliff | 7 | Princess Elizabeth | 8 |
| Butler | 8 | Sawyerville | 10 |
| Cookshire | 10 | Sherbrooke | 6 |
| Drummondville | 8 | St. Francis | 8 |
| Farnham | 9 | Sunnyside | 9 |
| Heroes’ Memorial | 8 | Sutton | 3 |
| Knowlton Academy | 6 | Wateloo | 9 |
| Lennoxville | 6 | Alexander Galt | 7 |
| Mansonville | 10 | Massey-Vanier | 7 |
| North Hatley | 3 | Richmond Regional | 8 |
| Parkview | 7 |  |  |

Schools at IMSE level 7 or higher are considered NANS schools. NANS schools get extra grant monies from MEES. NANS stands for *New Approaches New Solutions*.

**LABOUR RELATIONS COMMITTEE**

A meeting was held to discuss substitution issues. ATA presented Reality and Recommendations. Another meeting has been scheduled for October.

HEALTH AND SAFETY COMMITTEE

Wellness Workshops

Feedback was very positive and would like to continue. Is there a possibility of a board wide workshop on Mental Health? Could we look at possibilities? Will it fit in with the board plan on Mental Health? Very positive and constructive discussion.

**Communication Protocol**

Pending, but on our agenda to try to have a protocol for people to know who and where to go for information and questions.

**Absence Data**

Megan requested an updated list of salary insurance and CNESST. Pierre-Andre reported that the year started well, with lower numbers but after Christmas, the numbers rose. We will still finish off the year better than last year. There were 2 less active files for teachers than last year (51 files). There was a decrease in Support Staff, 12 less files. We plan on providing more information to employees on short and long term absences and their obligations on providing information to the board. We will also have to be stricter on those who do not comply with our requests.

**Feedback from CNESST**

Similar year to last year at 10 events overall (4 teachers). Most injuries involve slipping on stairs. Pierre-Andre receives approximately 100 accident reports per year.

**Morneau Shepell Data**

Jeff shared the lastest statistics from Morneau Shepell. The EAP is being used by employees and has an 82% satisfaction rate. We need to request more fridge magnets and pamphlets to distribute at the beginning of the school year.

**Total Health Index Survey**

Overall, 26% if the employees have completed the survey. A comment was made that there seems to be issues concerning confidentiality between employees and the board. Professionals = 45% Teachers = 25% Support Staff = 20% Admin = 63%

**Waterloo – Climate Study**

Questions concerning the two “surveys” arose from some staff. Two separate issues. One survey was done at the school level; the other is a climate study done by the school board.

**St. Francis – Groupings and Mental Health**

School Council minutes stated that the organization plan on groupings in the school did not help teacher’s mental health. Due to lower student numbers, there will be bigger classes and even a split class next year at St. Francis.

**AGRHS – Assignments and Mental Health**Questions surrounding a transfer request and someone on salary insurance were discussed.

**Students in Teachers’ Cars**Follow-up to questions – can a reminder be sent out to all staff please. Will speak to Eric C.

**Contagious Disease Policy**Is there a policy on contagious diseases? There is no policy.