

TEACHER ADVISORY COMMITTEE

Latest Developments – MEES Balises

School Boards are getting information at the same rate and time as the public, and sometimes even after the Press receives it. The Board's primary concern is for the safety of students and teachers. While awaiting further announcements, Jeff gave some of the details he knew about, that Boards and school would have two weeks to figure out the logistics for school re-openings. There is no information on exactly how vulnerable staff will be handled.

Reaching Out to Our School Communities

Eva congratulated and thanked teachers for their excellent support to our school community and for their many offers to help create activities for the MEES. Their support was much appreciated.

Wellness Workshop

Conversation at PIC about the workshops. Setting up a committee that included reps from Professionals and Support Staff. More central location, perhaps a conference centre that has all the facilities we want. Committee should perhaps be derived from the Health and Safety Committee. Could we keep the day clear of any mandatory workshop? Hopefully there is one day that youth, adult and Voc. Training could all be clear. The Health and Safety Committee will consider the above at its next meeting. At this point it seems unlikely that large gatherings will be permitted until further notice. The Wellness Day can go on, but the format and content will be determined by the available technology. There is no date yet. The division of Board / School PED days will be available for the next meeting. The fall is still so uncertain and there are so many variables that it is challenging to determine optimal dates for School / Board Ped days. The Board will be not be holding any large group training or activities in the fall or until further notice. As all gatherings, decisions concerning the wellness day will evolve over the next couple of months. Possible dates: November 20 or Dec. 4 The proposed date or the workshops is November 20th. Consultants, professionals and support staff will all be welcomed at the day. Gail has a resource that she sent to teachers and will send to Jeff and Eva to pass on to support staff, consultants and professionals.

Training for Substitutes

Comments from Health and Safety Committee at Massey-Vanier as a result of its recent lockdown – Could the Board create a mandatory training session each fall for all supply teachers at the board? All substitutes should be aware of relevant Board Policies and expectations about practice and safety for substitute teachers. It was recommended that a similar process be completed at the school level, with particular emphasis on safety procedures during emergencies. Eva mentioned that the CERT (Central Emergency Response Team) is examining its own safety policies and procedures so these comments will be brought to the committee. The format for a fall training session will have to be changed and will possibly take place via zoom. The creation of a booklet for substitutes and new

teachers is underway and RRHS has provided their book as a template from which to work. The concern that all schools use a common emergency announcement system was expressed, as well as the need for ETSB and Val des Cerfs to agree on a common emergency system for the entire Massey-Vanier building.

LIFT/Passion/Piper Blocks

There continue to be both positive and negative elements to these the programs. In the case of M-V (LiFT), many of the difficulties of last year have been dealt with this year and the program is functioning much better. At Richmond (Passion) there are two threads – an academic component and an interest course. The study hall now includes targeted remediation. There continue to be disciplinary issues, but there is progress. There seems to be an improvement in interest courses as well, and having a vice-principal to help with discipline has had a positive effect. Galt (Piper blocks) – there is no update on Piper blocks.

IEPs

Megan expressed several concerns around the huge number of students with IEP's – Schools are using different models to address these. In one school, teachers are assigned IEP's for students whom they do not teach. Overall, there is a lack of consistency in how schools across the Board "do" IEP's. Some clarification of the roles and responsibilities of the people involved in the IEP's – principals, teachers and resource teachers, would be beneficial. It is clear from discussion that the philosophy of building and maintaining IEP's is widely divergent. This topic will continue to be followed.

Modifying Students in Elementary Schools (French)

The Board is continuing to work on essentials for Cycle 2 elementary.

Definitions of *encadrement*, remediation and resource

Definitions for *encadrement* and remediation are in the Collective Agreement. The term "resource" is often used as a descriptor for a supporting teacher at the secondary level who provides services to students who have specific learning deficits and to their teachers. At the elementary level, "resource" teachers provide much more direct, hands-on service to both students and teachers.

CASP

Megan reached out to CASP teachers for feedback on the program and the proposed changes currently being piloted. She will create a document and forward it to Eva. Feedback from CASP teachers: Report cards and daily reporting is very lengthy. Concern about the 1st communication. The form used and what is reported to parents is different from the academic report card sent home 3 times. There are templates and online access to 3-term report but for 1st communications there was nothing. Lack of support, training or time to prepare, adjust, and report. Excellent support from SET but in some situations the support hours are piggy-backed off other kids. Lack of experience with a child learning to be in the world with a handicap. The student's goals and program are completely different. Teachers have no training on teaching severely autistic students.

This does not feel like I am including one into the class but more like I am excluding all of my other students to accommodate one.

Questions / clarifications:

Are teachers expected to create the template for the student's interim report - first communication? There is no formal format for the first communication. This is produced at a local level. First written communication "(...)" should be considered a means of encouraging collaboration between the school and home and of providing information on how students have started the school year in terms of their learning and behaviour: With respect to learning, this first communication could contain general comments without necessarily indicating specific marks, depending on the information available at this time of the year. With respect to behaviour, this communication could include information on the student's attitudes in the classroom, such as motivation to learn, compliance with rules and relationships with others

Are comments required or are regular class student comments (ex. HS - S - NI or I) appropriate? See above

Teachers have 2 years to report on the 5 competencies or all 5 in 1 year?

Under the current program, all 5 competencies are reported on over 3 terms (1 year). The program is currently being revamped and will propose an evaluation over 6 terms.

Are teachers expected to create the lessons and activities for one student all day every day? Lessons can be developed considering objectives for the class as a whole, but modified to meet the learning targets of the special needs student.

Are there resources available? Helpful videos or books the children can use?

Teachers and schools have paid from their own pockets to get books and items students can work with. Kimberley Morin is a resource to support school teams in implementing the CASP program. She has developed a website that contains valuable resources for teachers: www.youcanteachme.com. She has also developed literacy continuums, profiles and strategies to support students.

Is there a budget for CASP? No specific budget, other than the allocation. Kim Morin is a valuable resource and is available to work with teachers in their situations. As CASP is a social integration program, each school may develop their program differently and needs to inform parents which competencies will be covered when. MEES is considering increasing the length of the program from three semesters to six. Evaluations are done in anecdotal form. Kim has found a website with excellent resources: INSERT URL Kim will go to a school upon invitation by a principal to help with a student's particular situation.

Graduation / Success Rates 2019

The Board has met with centre directors and guidance counsellors to reach out to students at risk of dropout and this process is underway.

Joyful Literacy

ETSB had 5 schools who are piloting the Joyful Literacy Interventions. Principals of these schools have agreed to release K-Cycle 1 teachers for up to 2 days at the local level to become participants in a closed professional learning community focused on Joyful Literacy. The purpose is to look at interventions at Cycle 1 to improve basic skill through games and to assess students formatively.

PISA

Results are out. ETSB is looking at them as an interesting means of comparing our education system with other systems internationally. Canadians rank highly.

Home Schooling Responsibility

Clarification of terms - Home Service is not the same as Home Schooling. Emannelle is the person who is in charge of home services.

Parent/Teacher Interview Dates

Schools in each region determine their dates, in consultation with the School Council. It is understood that there is a rotation between elementary and high schools for who has first choice on assigning the night before the PED day for the first term interviews.

Math Consultant

ETSB has a new math / science consultant, Jodi Coleman, to replace Cheryl Cantin for a period of up to three years. She will start this week. Question – is there a list of what services a consultant can bring to a school? This is available in the Resources Section of the ETSB's Edu-Portal ([https://sites.google.com/edu.etsb.qc.ca/etsb-ped services/home](https://sites.google.com/edu.etsb.qc.ca/etsb-ped%20services/home)). This year Jodi's priority is to follow up on previous commitments in Math.

Technology Procedure for substitution

What's the status? The Board has approached an outside programmer to develop an application that could support the assignment of substitute teachers. This will be a pilot for elementary schools. It will hopefully be ready for the fall. At the moment there is a private Facebook page, ETSB Subs, that many people are using – this is not an ETSB page, and, while it is a closed group, an expressed concern is privacy. The ETSB system that is being developed will be a closed intranet system. The tech project is on hold right now. Stéphane Hamel has a demo ready and it is hoped that it will be reviewed soon. The goal is to have the program ready for the fall. The program is slowly moving forward. Things have been on hold because the IT department has prioritized the organization of technology for online initiatives and support during school closures. Nothing has moved at this time. Jeff is looking at an alternative that might have some additional tools that would be helpful. The system that Jeff is looking at is comprehensive and dovetails into the GRICS system. He is waiting for an estimate.

Mentorship

Does the ETSB have funds for mentors and mentees? Nothing has been established yet, but the ETSB is working with a consultant to see how we can develop a system for mentors. This year there is money to help new teachers to integrate into the profession, but things are very fluid at this point and will be clarified as time goes on. Currently, the framework is being built.

Ped. Day Workshops

Eva will re-share the Ped Day offer with Megan. Also, a school scheduled an optional workshop on a teacher reserved planning day. Megan sent a reminder that teacher days are reserved. Ped Day workshops are cancelled at the point. The division of 2020-2021 days – Board / school – will be ready for the next TAC meeting. Still on the drawing board for small group/ Zoom / Google Meet PD opportunities for 2020-2021. All PD sessions have been cancelled until the end of the present school year. Whatever workshops take place will be small scale, but it is hard to plan at this point.

New Teachers

The ETSB is looking at a mentorship program recommended by Sir Wilfrid Laurier SB. The consultant who would lead the program is Megan Webster. Everything is on hold at this point, but there may be some opportunity for something in September or October. ATA is going to try to do a socially-distanced New Teacher Get-together in the 3rd week of June. It will be called Get Connected, after the QPAT program and someone from QPAT will be there.

Formative Assessment

The Joyful Literacy program (elementary) has offered excellent opportunities for teachers to dip their toes into formative assessment. As well, there was an offer of training at the secondary level. Unfortunately, all training stopped in March with the COVID-19 situation. The Board is applying for grants to release teachers as school teams, for further training in formative assessment next year.

Presentation, Jodi Coleman

Jodi is replacing Cheryl Cantin while she is on loan of service with the MEES. Jodi started working in the position just before the suspension of classes, and much of what she was planning as PD has been put on hold.

Consultants Bulletin

Over the past 6 weeks, consultants have been putting together weekly bulletins that contain professional / pedagogical information. Feedback: teachers may not have taken time to look at them due to the circumstances. Gail will go through the bulletins and put together an email encouraging teachers to take a look at the them. Gail went through the bulletins and there are worthwhile resources. She will send an email to teachers highlighting some of the items and will encourage them to continue using the resources in the bulletin next year. The bulletins will continue next year, but will probably not be a frequent.

ATA Survey

The ATA is putting together a survey including the topic of consultants. The survey will be sent out on Monday will close down on June 26.

Updated List of Consultants

An updated list will be coming at the start of the new year as there will be some changes.

ETSB Remote Instruction Guidelines

Some teachers found the guidelines overwhelming and difficult to meet, especially for those offering both online and in-class support. The document is intended to share best practices related to distance learning and provide guidelines on how to proceed. As the situation continues to evolve and teachers feel more comfortable with the technology, they will find more ways to meet the needs of their students. ETSB will be sending out a survey to teachers to learn about the difficulties they are facing and to look at possible PD, as this situation is likely to continue into the fall. It is clear that many teachers are struggling with dealing with students in the classroom as well as those at home. In some schools, teachers who are exempt from teaching onsite are providing home support. Some parents are blocking phone calls and not answering emails.

Legality of Recordings

Would the Board send out information about the recordings? This has been addressed at **Secretary** Generals' table. A letter is being sent out to all parents today laying out the rules, regulations and consequences of recording a session. There is also concern about recording the reading of books and copyrighted material, and information on this will be forthcoming. ATA expressed concern about the privacy of teachers, and this is also a concern of the Board. Can the Board create a specific message to teachers about the rules and regulations? Teachers will receive the same information as parents.

Sustainable Development Goals

Megan attended a conference on this topic. Are Sustainable Development Goals part of competencies in the curriculum? They will be covered in the new ERC curriculum, and many schools are touching upon this through their clubs and activities.

Extreme Heat

How will teachers deal with extreme heat, when they are not currently allowed to use fans and the filling of water bottles is problematic. There will be new information coming about fans and ETSB is looking at how it can leave windows open at night to cool buildings. Information will be sent out as it arrives. CNESST has no established minimum or maximum temperatures except for construction sites.

Dealing with Covid in Schools and Centres

Aaron reported that after an initial hard start, it's going okay, a sentiment echoed by Liane. With better weather there are more outside activities. One of the difficulties is planning for new students, in terms of equipment and redesigning the classroom. Schools that have a teacher or two working from home have eased the burden on the teachers in the classroom because they became largely responsible for connecting with students who did not come to school. There is less stress on the kids because there are no evaluations and kids can relax into the learning. The small group sizes really helps to maximize kids' learning.

Comments from elementary teachers are appreciative of formative assessment. Voc. Training – It was rough for the first two weeks, but students are settling into the routine and patterns and there is enough PPE. Online teaching is not as successful, and for younger kids, requires parental support. With older kids, there is a positive shift / development in the relationship between student and teacher, but very few students are participating.

Plan for New School Year

A committee is being formed to look at two plans – 1) all kids come back, with 1 meter distancing, and 2) a hybrid system to plan for possible restricted school attendance should the health conditions require it. The Director Generals' Association has close ties to the ministry and the French DG's association, so there is a good flow of information. In addition, the administrator's union are partners in sharing information. A preliminary plan was supposed to be formulated by the end of the week, but the Board hasn't heard anything yet. ETSB wants to have the freedom to build a plan that responds to the needs of the ET community. Comments around online learning: we are social beings with the need for personal face to face relationships. Online learning requires a certain maturity and personal responsibility – qualities that many kids simply don't have yet.

Vulnerable Teachers

Santé publique is reviewing the conditions for exempting teachers. Temporary exemptions were granted for teachers this year, but provincial / regional health conditions may change over the summer. Hopefully, there will be clear guidelines, but it's a wait and see situation.

ELEMENTARY

Elementary Math and ELA marking Centres

Are teachers released to do corrections? Yes. There will be no marking centres this year, but there is some money to release teachers for future marking days.

Recess

How's the new recess going? Some teachers appear to be unhappy and are worried about the loss of teaching time. Teachers should be reminded that students don't have to go outside in the winter, which would cut down on the "undressing" time. Other teachers feel that there was an adjustment period but it is smoothing out, and that the exercise helps kids focus better.

Grade 6 Math Exams

Some teachers feel that the proposed ministry changes to the exam are not enough. Teachers have expressed that the exam is detrimental to students' appreciation for Math. Students are crying during exam time, the exams take too much time, they include inappropriate subjects, too much reading is involved... There seems to be little positive about the Grade 6 exam, even with the changes.

4-Year-Old Kindergarten

CAQ wants all schools to have 4-year-old kindergartens and it will be parental choice as to whether their children attend. ETSB has requested for 5 more Kindergarten classes. Every 4-year-old class will have a post for an assistant for about 20 hours a week.

Secondary I

It was noted that Heroes' has changed its Deeds of Establishment and will no longer offer a Sec. I program. Bedford and Knowlton are the only elementary schools left with a Secondary I class. Butler has 17 students registered and Knowlton has 14. Core courses (Math, French and English) at Bedford will be taught separately, and the rest will be taken with grade 6. Discussions are underway at Knowlton to decide whether it will be a stand-alone class or a grade 6 / Sec. I split.

Call for Attendance

Is it possible to have a single call for attendance at elementary school rather than a weekly one? The call for attendance is a government directive and cannot be changed. Can the Board and Unions talk to the Minister about this? No, the Minister is clear that all students have the right to be provided with instruction until June 23rd, respecting a one-week notice for organizational purposes.

ATA Safety Survey Elementary

ATA ran a survey on safety conditions in the schools and presented the comments

SECONDARY

Standards and Procedures – Science

Questions concerning Science – a teacher at one school expressed a concern that the evaluation of the first competency is difficult to cover because of a decrease in minutes devoted to the subject. Is there a deadline for the implementation of standards and procedures? Standards and Procedures is the document that outlines how competencies will be evaluated and must be given to parents at the beginning of the school year. Jenn Hall reached out to the teacher who had concerns and the situation was resolved.

WOTP

There are two programs – Semi-skilled where students have to have reached Sec. II and Pre-work, where a student must not have completed Grade 6.

Financing of 15 Plus Programs

Core curriculum is for Sec. III with the purpose of preparing them for the workforce. Funding is part of the base funding of the school, including measures to help with transportation to work sites.

International Students

There are 29 students registered so far for next year. However, the situation is precarious given the current circumstances. Should a travel ban continue into the fall, students will be refunded. Question – can there be an effect on teacher allocation? Yes, it could impact it, depending on the number of students registered and the levels they are in. The monies that are charged for international students cover the ministry allocation, the extra academic support provided to these students (additional English, *Intégration linguistique et scolaire*, etc.), and other supports – home-stay, a coordinator to help students, and a stipend/student offered to schools to promote inter-cultural activities. Any surplus generated by the ISP department is then returned to the school board to help fund extra services to our student population.

Evaluation

We are awaiting further directives from the Sanction des Études regarding marks generated at the Secondary 4&5 levels. ETSB administrators met today to attempt to interpret MEES directives; these will be shared by principals with the staff at their respective schools. In Sec. I to III, if a student passed terms 1 and 2, he/she will be deemed to have been successful. Students on the verge of passing will be given the opportunity to produce complex task(s) in term 3 that could demonstrate competence, and based on teachers' professional judgement, may be attributed "Successful" as a final grade. Should the student not be able to demonstrate competence, the student will receive a "Non-Successful" as a final grade. There are no marks at this level: each subject competency will be attributed either "successful", "non successful" or « not evaluated" in Term 3, with a final subject grade of "successful" or "non successful". For Sec. IV and V, competencies in Term III will be indicated as successful / not successful/not evaluated, but the final mark will be represented by a %.

Ed Camps

How many students are attending Ed. Camp / WOTP? Ed. Camp: 36 at Galt, 22 at Massey- Vanier, 9+ at Richmond. WOTP – 6 at M-V, and possibly 8 at Galt. Kudos to the high schools for being able to get the programs/courses going with virtually no prep or turnaround time.

Summer Exams

The Ministry will not be providing summer exams this year, but the school boards will offer courses and exams through LEARN for students who qualify to take them. These students will be identified by the schools and Board. Another session of Ministry exams for students from previous years will be taken via the Board.

ADULT

History Class

From School Council notes – New Horizons and CBM - when will it be decided which courses will be offered next year because current course codes are closing. Students who remain eligible for youth sector education can re-take the

history exam in the summer, which could prevent from having to retake the entire class.

Exam Management and Filing

Is there a common practice that is to be respected throughout the Board?
Certain standards are to be respected and included in each centre's Standards and Procedures.

SIS/SVI Magog

New Horizons – Some courses may open up in the fall in at the Board office location. Stay tuned.

Sanction and Special Accommodations

CBM – Mitchell Lachance is responsible for the Sanction for ETSB and is designated to ensure that accommodations match Ministry guidelines.

Psycho Educator

CBM no longer has a psycho-educator. Is it possible to get any services? The "divorce" between VdC and CBM has meant that there are no services as the psycho-educator was with VdC. The Board is considering this situation.

Resource Teacher Budget

New grant monies came in and there are categories for their spending. Jeff will check with Pierre-André to see how monies were used. Additional professional resources this year were: three Educational Consultants hired at 30% each, one readaptation officer at 80%, and New Horizons also had a Social Aid Technician for 25 hours per week.

Ped. Consultant Budget – CBM

The position closed.

Guidance Counsellor – CBM:

Andreeanne Ruel-Lachance holds the position of Academic and Vocational information Counsellor at CBM.

CST Class – Adult Ed.

Materials are available, but it remains to be seen if there are enough registrants.

Distance Education

Meetings are ongoing. No decisions have been made, but the goal is to offer the same services to the wider community, including more remote areas. The ETSB will be part of a new structure for Adult Education. Any course that is offered by the Ministry could be offered by distance learning. Teachers who are currently employed will be first in line to also teach distance learning courses. There are still details that need to be worked out.

Night Classes

What courses are being offered, where and what's the hiring procedure? So far, English and French courses are slated to be offered two nights a week at New Horizons. They will be open to the general population and teachers are currently being sought.

Ped Consultants for Next Year

What's the plan? There is a meeting tomorrow with the centre directors to assess their needs. At this time, budget parameters have just been received and are in the process of being reviewed. Are there updates? Not at this point. There were 3 at LCVT and 2 at Adult Ed. The assumption is that they would like to continue with the services if there is allocation. Jeff will check the status.

Status of Students

At Voc. centres, some courses are being offered on line and things are going well. In Adult centres, students have been coming back for ministry exam purposes. SIVS is running in Cowansville and teachers have been reaching out to students in order to encourage them to continue their studies.

VOCATIONAL

CEMEQ

Is it true that translations are on the way? It has been stated that translation is a priority and translation is proceeding for all documents, with priority for those being used the most. It seems that there are possibilities for outside translators (Townshippers). It will be important to ensure that there are no duplicate translations being done.

RAC

LVCT There is a situation about using the same teaching and exam materials for Emploi Quebec Agent Bureau and DEP Secretarial courses. The worry is that by doing this, the DEP program would lose students in the future. RAQ teachers must be qualified.

Long Distance Learning

LVTC – Registration is currently taking place for a cohort in the Sales program to be taught online (Sychrone). Presently there are not enough students. There was a question as to whether the position should be posted? There is only one person on the Recall List for Sales and they are presently working at LVTC (90% Contract). One of the substitute teachers at the centre would be interested should there be enough registrations.

Infographie CBM

VdC IT personnel are not qualified to support Apple technology, so the MVHS technician provides support.

How's it going in schools and Centres re: Covid

At Voc. Ed. At CBM, there are some issues with distancing and students do not want to wear masks. Some concern over touching equipment, and repairing equipment was expressed.

New procedure mask

What is this? It's a manufactured mask rather than a homemade or disposable mask; they have arrived and are in use.

Summer school at CBM & LCTV

At this point, there is no solid plan, but some courses will be offered at Adult Ed. to allow students to complete their courses. At Voc. Training, 3 courses are running, and this is the normal calendar. LCTV – the regular health sector courses are continuing, as are other regular and online courses

Registrations at LVTC Hospital Orderly Course

2 teachers are available, so currently there will be 2 groups of 22 students. The Ministry will be awarding teachers a 10% stipend for their work.

CENTRAL PROFESSIONAL IMPROVEMENT COMMITTEE

Earmarking of monies of cancelled workshops & release monies

Most of the approved events took place with the exception of the AQUOPS workshop. A total of \$11 253 was spent. In schools, \$151 000 in budget, \$48 500 spent. All excess funds are carried over to the next school year.

LCEEQ & QPAT conventions 2020

QPAT has been cancelled. LCEEQ will be held in February. Schools treat requests equally. The board does get some funding for LCEEQ, but it does not always cover all costs. We will continue to treat each request on an individual basis. QPAT is looking to do something “virtual” next year.

Wellness committee 2020-2021

Planning a “virtual” wellness day for the November planning day. Need to set up the committee (members of Health and Safety). More to come in the new school year.

Professional partnership / New teachers grant money

Two measures are given to the school board:

Mesure 15151 = \$7 973 (PP)

Mesure 15153 = \$39 986 (mentoring)

New business

We received a request to attend the NAREA virtual conference from June 25th – 27th for \$325 U.S. The committee approved the request.

HEALTH AND SAFETY COMMITTEE

Wellness Workshops

Were open to all. Formula presented was well received. The event was organized by the ATA, however it was felt the Board could have been more involved in promoting the event. Timing was good for this type of activity. Moving forward with a workshop for next year. Will need a committee to organize the event. Committee will need Tech support. Communication will also be necessary. We would need about 3 to 5 members on the committee, including a Tech person. Timing would be best in November. It would be important to have someone representing support staff and professionals.

Still pending – Decision by DG's for no large-scale PD events for next year. Can there be something "online" to share information? Looking at a planning day for next year.

Communication Protocol

We will work with Sec General to prepare a communications plan that will give directives as to where people can communicate to the proper channels. Would be ideal to have something for the end of the year.

No Protocol to share due to the present situation. Are people pleased with the present communications concerning COVID-19? Seem to be happy.

THI Survey

Working session next week with the other 8 school boards, finding common risk factors for the Board's Mental Health Plan. We are following the Mental Health Commission of Canada – Assembling the Pierces.

Our lowest scores were recognition and civility. These will become part of our Mental Health plan. A strength was employee engagement. We will use this strength to promote our plan. More news to come.

Students in Teachers Cars

Information was shared with all Admin at the Management Meeting. What about adults? Professional standards would take place.

ETSB / ATA report of violence form

At the last meeting ATA shared their informal report form and a template from QPAT. Does the ETSB favor the use of the template? At the present moment the board is using its accident report form. Should there be additional information to be provided, HR should be contacted for follow-up.

Conflict resolution in the workplace

Third session on Conflict Resolution. November 7. This one was more

hands on looking at our current practices. A follow-up session will be held on March 17th in each school board with the partners. Joint workshops taking place to review the way we solve conflict within the school board. The boards are working with Thierry Berube from Université de Sherbrooke to review and plan our conflict resolution strategies. The committee is composed of Jeff, Pierre-Andre, Megan and Peggy. Put on hold ... will need to replace Pierre-Andre.

Training for Substitutes

The ATA feels that substitutes would benefit from some training before working. Can something be put together by the school admin. RRHS has a binder for substitutes. Sylvie will share this with the committee so that Jeff can look into making a template for all schools.

Health and Safety Policy

Review with all staff at beginning of year Megan gave an update – Cookshire, LES, Pope, Sawyerville, St. Francis, Sutton, WES, and the three high school seem to have not to have reviewed the policy. Idea to train substitutes in the hands of Pedagogical Services and they are looking at possibilities. Would also like to have guidelines for all supply teachers.

Concussion Management Protocol

The protocol was distributed directly to schools (through principals) by the ministry. It is meant to be a guide for schools to know what to do in the event of a concussion.

Janitorial Hours

SES End of October teachers were concerned with the change in janitorial hours. It would seem that some garbage cans not being emptied and floors only being swept at noon. At SES, the caretaker was working during the evening instead of the day. Eric is aware of the situation and looking at the coordination.

Salary Insurance

Workplace climate and conflict There appears to be an increase of teachers on salary insurance. In general, it's something that we want to work on. Looking at data from last year was the lowest we have had for teachers in terms of absenteeism. The numbers are looking good for this year. The initiative on Civility should have an effect and have informal systems in place. Does the committee have suggestions on how to promote Civility within our system? The goal is always to intervene as quickly as possible and we would like to have the participation of all the partners in promoting Civility.

Slippery Surfaces due to climatic conditions – memo

Given the weather we have been experiencing this year, many surfaces are ice covered. Staff should take precautions when walking on these surfaces. Pierre-Andre shared some precautions for employees and we plan on sending

out some info to staff on behalf of the Health and Safety Committee.
Memo Feedback – in all it was good. Catchy phrase with some humour.

Farnham

Capacity Are there norms / ratios? Yes, and the school meets the MEES norms.
We continue to request an expansion from the MEES.

Air Quality and Cleanliness at Heroes

Teachers would like to see some sort of report that the old part of the building is safe. There is still stuff full of dust piled on top of lockers, etc. One of the air exchangers does not work (K room other K room is a domestic model, not commercial). Heater in K4 room not changed.

Policy on Good Health for Students

Concerns about vending machines at schools don't necessarily follow good health choices. What are our choices when it comes to the content? Why do some school have cafeterias and others don't? At RRHS, used to have a cook and general kitchen but now have no service whatsoever. The former ETSB cannot have private operations.

Burnout

Megan received an email with a concern about mental health and a lack of support from the school board with regards to burnout. Wanted to point out the concerns (or lack of). Can a cheat sheet be created listing options to staff feeling the effects of burnout?

Violence Reporting

From a school council minutes, a teacher shared concerns about violence from students. When asked for specific forms, there were no specific form. Should there be a specific form? Are incidents tracked at school or board? Are parents made aware of the incidents? Should there be a committee to review / create a form? At present, incidents are reported on the accident form. HR does the follow-up with the school admin.

Form to Declare Incidents of Violence

QPAT H&S committee has produced a template to declare incidents of violence. Megan distributed the form to committee members along with the ATA reporting form. Megan would like to know if the committee would like to have some form of common form. Presently the accident form is used. The board does not want to see too many forms for each and every incident. It all depends on the goal of the form. When it comes to Psychological threats, we have the Dignity Policy.

ATA had presented a template to use. ETSB was using the accident reporting form. ATA will be instructing their members to fill out the ATA form and return it to ATA. Megan will send a copy to Jeff and share with other unions.

Doors with Windows for Lockdown

What's the point of windows on doors and lockdown procedure? Even with a stronger door, there will always be a weakness. When you build a school, you build it for education, not necessarily for lockdowns. All we can do is the best we can as we cannot protect against everything.

Bed Bug Protocol

We do not have a bed bug protocol but rely on the school nurse and health sector. A procedure was put in place at the school but there seems to be some issues with the caretaker.

Influenza Outbreak

At Heroes, over 120 kids were absent due to influenza. At what point can a school shut down? You cannot. Only Sante Publique can shut a school down.

Workplace Mental Health Leadership Certificate

Certificate program through MS and Queens University. Both HR admin received the training and Jeff reserved a spot for Megan.

Civility

Still working on our plan. We will want to get input when ready.

Drinking Water

We will be testing for lead in the coming weeks. Teachers at Heroes would like to know if there is a budget to get drinking water? There is no specific budget. The signs installed are for extra precautions in the event that there is lead in the water or when kids drink water out of the faucets.

Air Quality

There are many people with sinus infections at Heroes. Staff are concerned it is caused by bad air quality in the building. Is there a connection? There are two air exchangers that need to be looked at. Air Quality tests are not recommended as the results could change from one moment to another.

Release

Megan questioned the release for the morning only. Factor in lunch time and travel time, should the release be for an entire day. Megan did release the teachers for the afternoon since it would be difficult for them. In most cases, we try to schedule the meeting in the afternoon to avoid this problem.

QPAT Survey: COVID19 – Collection of Information on Workplace & Health and Safety

QPAT survey on reopening of schools sent out to teachers. Questions on sanitation, measures of social distancing, equipment, etc. Responses for all but 2 schools. In general, pretty good. A couple of concerns:

Farnham – masks not distributed; don't have enough cleaning time.
CBM – room to isolate potential affected not.
PEES – social distancing in class good, but not between staff members.

Starling Minds

Website held 2 online sessions (interactive). Did polls among those participating. High levels of stress were observed.

EAP

Jeff will share when the final report when he gets it.

CNESST School Visits

The CNESST is visiting random schools to verify if protocols are being followed. The principal, the teacher's union rep and a board rep requested to be present.

COVID in Schools and Centres How is it going?

Some challenges but people are stepping up to the plate. Stressful when new students start to come in. Transportation is problematic. Keeping track of absences daily is problematic. Distance Ed going well overall at RRHS.

New Procedure Mask

VT Should have received new procedure mask? Megan to follow-up.

Mesure Sanitaire

Hairdressing CBM Teachers are having a meeting this morning – many questions on the set-up and procedures for business.

Ceiling Fans

Is there a directive? Nothing sent out so far.

Heat Wave

Addressed above.

ATA is worried about the health of members in extreme heat situations. Kids are outside so sunscreen is required. Can the board purchase spray sunscreen? Parents should be sure to send children to school with sunscreen and water.

BOARD LEVEL SPECIAL EDUCATION PARITY COMMITTEE

Guest: Stéphane Hamel – Consultation: Plan directeur en Ressources Informationnelles

The ICT department must create a document to describe the ETSB's plan in regards to the use of technology. All departments at the board level use technology in one way or another. Stephane was here today to gather feedback regarding our current situation making sure to identify our strengths and needs. All departments will be consulted in the fall in order to produce a plan that will respond to our organization's needs. The plan will be presented to the Director's Committee and must be approved by the Council of Commissioners. Stephane asked us three questions. What works well at ETSB? What do we need to improve the use of technology in our practice? What needs are not currently met? Stephane collected the information and will add it to the information gathered from other

Centre of Excellence for the Physically, Intellectually and Multi-challenged

At our June meeting Emmanuelle informed us that Kymberley Morin who was the Coordinator of the Centre of Excellence PIM had resigned from her position and been hired as ETSB's Special Education Consultant as of the 2019-2020 school year. Sarah Lynch is the new coordinator of the Centre of Excellence PIM and the Centre is now under the responsibility of EMSB.

Support Staff Allocation

The staffing session took place on August 21st at PEES. It was Emmanuelle's first experience. It is always a stressful day for the support staff members who wait to see what position will be available to them. There were over a hundred people present. It was the first time we held the staffing session at PEES and it seemed to be a better venue as everyone had seats. However, some people in attendance mentioned that they would have appreciated having air conditioning as well as microphones and a bigger screen in order to hear their names being called and see the postings as they were distributed. Principals added more support staff hours through their decentralized grants. Decentralized grants and board positions were combined to make postings. This year there were bigger positions and more hours allocated to support staff. There were 22 vacancies left over at the end of the staffing session. Codes can be approved any time during the school year. Support staff hours are added to the school's allocation when a new code is granted. Codes 14, 50, and 53 were granted more hours in the schools' basic allocation than we had originally planned. We were able to increase the number of hours from 5 hours to 6.5 hours for these three codes. The measure called *Seuil Minimal de Réussite – Commission Scolaire* is being used to hire professionals for the Complementary Services department and transition agents for the Pedagogical Services department. This measure is dedicated to offer services to K4 to Grade 2 students. The measure called *Seuil Minimal de Réussite – Écoles* (decentralized grants) can be used to hire teachers, support staff, or professionals.

Roles and Responsibilities

We discussed the need to tour the schools to clarify the roles and responsibilities of the different people working in collaboration to support our students with special needs. The presentation will be given by representatives from the ATA, TRUSS, and SPPSCE along with the director of Complementary Educational Services. This tour should take place every two years. This has not been done for a while and should be done this year now that TRUSS has a president. Three presentations, one per sector, should take place in the different secondary schools with staff from feeder schools invited to attend. We need a planning session prior to holding the sessions. All four people involved will meet to prepare the presentation at a convenient time for all. This year, the session will be taking place on February 14th, which is a school reserved Ped Day.

New CES Team Professionals

Vicky Cotnoir, psychoeducator

Louise Castonguay, readaptation officer

Nathania Caron, Speech-Language Pathologist

Organization of Professional Services

Emmanuelle presented the table indicating in which schools the different CES team professionals are working this year.

IEP Release Monies Proposal

The total amount of money granted for IEP release days this year is 98,915\$ compared to 95,000\$ last year. The monies are divided amongst all 23 schools and distributed according to the number of IEPs in each school. It costs 248\$ to replace a teacher for a day. Emmanuelle presented the chart outlining the proposed number of days granted to each school for the 2019-2020 school year. The proposal was approved by Julie Edwards and seconded by Laura Leblanc. Mesure 15374 and Mesure 15320 are the same thing. It was asked if we could know if the IEP release monies are used by the schools. Emmanuelle will follow-up and get back to the committee at our next meeting.

IEP Dates

All IEPs need to be completed and signed by the end of Term 1 (November 1st). Of course, new IEPs can be opened throughout the school year as well. A copy of the signed IEPs of coded students must be sent to the Board Office by December 2nd.

Coded Students

439 coded students this year which represents 8% of the student population. It is a slight increase from last year's rate of 7%. Ministry codes are not given for the entire time the students are in the youth

sector. Codes remain provided that the student requires the support minimally required by MEES and has limitations that are severe and persistent enough to meet the MEES criteria to be eligible for a code. Although the diagnosis will remain, the needs may differ over time which may result in students losing their MEES code. For example, a code 33 is provided for students who have insulin dependent diabetes because the students need support controlling their sugar level. The code must be removed if the student no longer requires support and can independently take their sugar levels.

Support Staff Workshop on November 15th

This year the professional development day for HSAs/SETs/SATs will be taking place on November 15th at Massey-Vanier High School. A variety of workshops will be offered and people will be provided with choice allowing them to register to workshops that are most pertinent to them. We are looking at the possibility of having a parent of a student with special needs give the keynote presentation. Megan suggested, as a back-up, Dr. Sherri Brown.

Positive Intervention – Offer of Service from MSSS

As mentioned last year, the Health Sector has a new offer of services to replace the *Fluppy* program that was previously offered in Kindergarten classes. A CLSC worker (social worker or psychoeducator) used to animate social skills lessons in Kindergarten classes while also providing support to families, on a volunteer basis, who were identified as being at-risk. The new offer of service is called Positive Intervention. The CLSC worker no longer works directly with students nor offers direct support at home. They now support staff teams by either offering workshops, observing in classrooms and giving advice, helping in creating school code of conducts, etc. They offer support to school staff who work with K4 to Grade 2 students. All staff members are eligible to receive support (teachers, HSAs and SETs, daycare educators, supervisor, etc.). A component of this new offer of service is to offer workshops to parents. Téléréadaptation Téléréadaptation can be used to hold meetings (e.g. PSI, consultation, etc.) or offer direct services at school, through technology, to students who are patients at either the CRE or CRDI-TED (therapy, observation, etc.). This method reduces the travelling time and expenses related to travelling for both the families and the health sector workers. It uses a confidential platform. This method does not suit all cases, but should always be considered. The people from the education system can make a request to their counterparts from the health sector. However, the setting up of the meetings and reservation of the equipment is the responsibility of the people from the health sector. The offer of service is in line with Neufeld's Attachment Based Developmental Approach. We are looking at developing positive and caring relationships with students while remaining in an alpha position (gentle but firm). School principals can make requests by filling out a

form, which will be made available on the Eduportal.

The only school who is not part of this offer of service is Drummondville Elementary School because they are not part of the CIUSSS-Estrie region. A document to that effect was shared at the Resource Teacher training day and is part of the Resource Teacher Handbook. At Galt, the resource teacher role is divided amongst multiple people. How is this information communicated to 'part-time' resource teachers? The school team must look at finding a way that will work for them to inform all teachers assigned resource of the content of that document. The role of the resource teacher will vary depending on the time that is devoted to resource in their schedule. A discussion followed as to whether or not the students are getting resource support when you're dividing resource allocation amongst a large number of teachers. Julie Edwards explained how the resource is organized at MVHS. She believes that it's not possible for all students in need to receive resource support and that MVHS focuses on students with IEPs. They also have the LIFT program in place at her school. Massey- Vanier High School has two resource teachers. They focus their efforts on Cycle

Roles and Responsibilities of Teachers assigned to resource

In some elementary schools, there is a full-time resource teacher, which is ideal but not always possible since the resource allocation is based on the student population and we have several small schools. In most elementary schools, the resource teacher is part-time resource teacher and part-time homeroom teacher.

Representatives from AGRHS said that a meeting with all resource teachers took place. Cycle 2 students have study methods instead of an option class. The resources teachers provide remedial math support in the resource centre. Students who have a reduced work load and need a space to catch up on work have access to the resource centre. There is no full-time resource teacher at AGRHS. 1 position is shared among 3 teachers. The goal is to follow a RTI model and have specialized teachers giving resource.

Resource teacher deployment is different from elementary schools to secondary schools.

Do Principals share resource practices? This could possibly be the topic of a round table discussion at a principal's meeting as principals have expressed the desire and need to discuss common issues to learn from one another and improve their practice.

Safe Schools

Megan reported the presence of students displaying violent behaviours in our schools, both physically and verbally. Can there be a form produced by the ATA/Board to document violence in the schools? The ATA has a reporting form to send to the president and believes it is important to have a paper trail of such information and would be helpful information for everyone to have. Megan asked for a common form, practice and procedure to raise awareness of violence,

violent/verbally abusive parents/students/staff. Currently, at the ETSB, employees from all categories of employment fill out accident reports and the HR department keeps track of the incidents reported and follows-up with employees when necessary.

The school board has a Safe School Analysis Process in place. A committee was put together to develop this process. The goal is to look at what steps should be taken to re-establish the sense of safety at the school level and reflect on whether or not all has been done to answer the needs of the students involved. Many outcomes could come from a Safe School Analysis Process such as a revision of the intervention plan, a school team adhoc meeting with or without parents, a consultation, a PSI meeting, a EIJ meeting, etc. It could also lead to safe-school assessment or consultation.

IEP responsibilities

A round-table discussion took place to see how IEPs are created and maintained in the different schools represented at the committee.

Massey-Vanier: It's the Principal and Vice-Principal's dossier that works with the resource teachers. There are ISM experts at the school level. They make sure the goals are SMART goals. Administrators sit in as many IEP meetings as possible. Teachers attend meetings, teachers can update the goals.

Parkview: A meeting with parents and the school team takes place when an IEP is first created. The resource teacher goes over the IEP brochure. The resource teacher works with the teachers to create the IEPs and trains new teachers on how to use ISM. Teachers are responsible for communicating with parents.

AGRHS: 52% of the school population has an IEP (475/917). Students with IEPs are divided equally amongst teachers who are in charge of arranging meetings, gathering information, creating goals, placing information into ISM, and turning in signed IEPs. They are expected to communicate with parents once a month. Teachers keep the same IEP students throughout their academic career. The resource teachers' help support teachers with the ISM program. Online tutorial information has been provided.

At small elementary schools, the teachers do the IEPs and gradually develop skills and expertise. Homeroom teachers are responsible for IEPs. Principal is at every new IEP meeting and checks all IEPs. Teachers contact parents. - Often elementary teachers lead and organize the meetings, with some support from the resource teachers. Administrators sometimes attend, but are not always at the meeting.

Sutton Elementary School

This topic was brought up at the Health and Safety committee. The school secretary was involved in a situation. Emmanuelle was already aware of the situation and support was provided to the school principal to deal with the situation.

Weighted Value Chart

Megan asked if possible for the ATA to be given the updated form. Jeff

will send it to her.

Loss of Codes due to limited use of services

This question arises from the last TAC meeting. Can a student lose their code if they don't receive the services? It was reported that a student lost his code because a student was receiving home-service. Codes are not meant to automatically remain forever. There are three criteria for a student to be eligible for a ministerial code:

Diagnosis - Severe and persistent limitations that prevent the student from functioning in the school setting. Additional support is required for the student to function in school (hours prescribed by MEES according to each code) If a student no longer needs the minimal hours of support prescribed by MEES or no longer has severe limitations which prevents them from functioning in school, then the code must be removed as we no longer meet the MEES criteria.

New teacher training Request for training for New Teachers

Special Needs Tour

The tour took place on Friday, Feb 14th. We went to Massey Vanier High School in the morning and to Sherbrooke Elementary School in the afternoon. The presenters enjoyed their experience and it seemed to have been well received. Teachers, support staff (HSA/SET), and administrators attended the sessions. However, we would have appreciated a greater participation. Only two elementary schools attended the afternoon session. The presentation was engaging and it outlined how support staff members, teachers and professionals should work together to best respond to the needs of our students with special needs. The presentations showed a constructive and collaborative relationship between the school board and unions/associations. The school board and unions were on the same page. It was mentioned that Pierre Andre or someone from Human Resources should be part, in the future, of the Special Needs tour to answer questions that are specific to HR. There will be another presentation in the future for Galt/Richmond. This should be discussed again at our June meeting. It was suggested that it could be a recorded presentation that could be shown to staff during common planning time. Doing these presentations at the start of the year in August would be good way to get new teachers/staff on board. Information about the roles of HSA/SET will be posted on the ATA website. There was a discussion about having a presentation for the Adult and Vocational sector teachers. It was brought up that the only professionals working in the adult sector are guidance counselors. Furthermore, Complementary Educational Services are not involved in the adult sector – the centre directors are responsible for hiring staff, with their budget and as they see fit, to respond to their students' needs. The number of SET and HSA hours are also very limited. That being said, we came to the conclusion that the ATA would reach out to the centres to share information with their teachers.

Some schools have not been visited during the 2019-2020 tour. Before the

pandemic, it was planned that more schools would be visited. We had already talked about the possibility of having a virtual tour to favour a greater participation rate. Given the COVID-19 pandemic, it is highly unlikely that gatherings will be permitted in the Fall. Because of this, we will look into offering a virtual tour, perhaps using Zoom in order to allow interaction and feedback between the participants. The calendar for pedagogical days is being looked at currently. Emmanuelle will be able to propose dates at the next meeting in September.

IEP Release Monies

At our last meeting, it was requested to know if all IEP monies were spent last year. Emmanuelle informed the committee that 28, 000\$ IEP monies were not spent. This could be because principals did not use the correct budget code when they released teachers to work on IEPs. In 2018-2019, 56, 000\$ was spent on IEP release days. It is important to note that school administrators spend their decentralized grants prior to using school board money. The coding is often adjusted at the end of the school year. Emmanuelle will give an update at the June meeting but the figures will be more accurate in August after the schools will have coded all their expenses at the right place.

TOTAL AMOUNT	\$89,629
Amount Spent	\$43,545
Balance	\$45,884

The IEP release monies was looked at during the first meeting of the year and was asked to be reviewed at the end of the year. The current numbers may not represent reality, because not everything has been coded correctly yet. A more accurate representation will be shared in September. There may be a balance, but the balance should be lower once all the information has been correctly entered. In September, a break-down per school will be shared.

Organization of Professional Services

The psychologist working in most of the Galt feeder schools has resigned at the end of December. We are actively looking for a replacement. Emmalie Filion has applied to take over the elementary feeder schools. She will stay at Galt until we hire a new person for this year. The posting is for 4 days at Galt, 1 day at SES. At Galt, there is a lot of counseling in contrast to evaluation/testing. It is difficult to manage and balance doing both testing and counseling. High school services are more the result of student requests.

Safe Schools

The idea of having a document to keep track of staff members who may get injured by a student was discussed at our last meeting. We came to the conclusion today that this committee is not the place to address this concern. Megan will bring it up at a different table, most likely LRC.

Verification of Ministry Codes

Out of the 20 files verified by MEES we expect to lose 2 codes because the students do not need additional support in school. They are functioning very well with the regular support that is offered at school.

We need a process to remove codes from students who no longer meet the MEES criteria to get a handicap code. There are three criteria to get a code: diagnosis, severe limitations, need for support as prescribed by MEES.

The form will be sent out to schools around April 6th and the deadline to complete the form will be May 15th. A clinic will take place at the board office on May 4th to help school teams (principals and resource teachers), on a voluntary basis, to fill out the Support Staff Allocation Request form.

Internal Audit of Coded Students

Complementary Educational Services has developed a form for an internal code audit. The internal code audit should be done by the local special needs site-based committee. It was suggested that this form be filled at the same time as the Request for Support Staff Allocation. Emmanuelle will add it to the form principals are already using. If hours are shared between coded students the hours need to be divided by the number of coded students in the group.

Allocation of Support Hours for Coded Students

PROPOSAL			
Support Staff Basic Allocation			
2020-2021			
Code	Description	Hours per week	
		HSA	SET
14	Severe behavioural disorders	1.5	5
23	Profound intellectual impairments	20	0
24	Moderate to severe intellectual impairments	7	3
33	Mild motor impairments	2	0
34	Language disorders	0	2
36	Severe motor impairment	5	0
42	Visual impairments	0	2
44	Hearing impairments	0	2
50-C1	Pervasive Developmental Disorders	6.5	0
50-C2	Pervasive Developmental Disorders	3	3.5
50-C3	Pervasive Developmental Disorders	0	6.5
53	Psychopathological disorders	0	6.5
98		0	0
99	Temporary Code	3	3.5

Emmanuelle is proposing an increase of 1.5 hours for the codes who require sustained support, going from 5 hours to 6.5 hours. However, this does not meet the MEES requirement of a minimum of 10 hours of support. Decentralized grants will need to be used to make up the difference. If more funding is available, the hours for the codes requiring sustained support will be increased. Request that bigger schools use decentralized money instead of supplemental monies from the board budget. Motion: To approve the proposed Support Staff Basic Allocation above. If budget allows, Complementary Educational Services will increase the basic allocation for codes requiring sustained support in order to

get closer to the minimum number of hours of support required by MEES (10 hours).

Oversized Class Compensation

Jeff explained that we are no longer manually processing oversized class compensation for High Schools. School TOS enter the information in GPI and transfer to Payroll. The money is put directly onto pay cheques. TOS at each High School should be able to produce a report on their oversized classes should it be requested.

Centre Directors: Guests Speaking to Special Needs at the Centres

It was requested that Voc-Ed/Adult Education present a summary of how the adult sector is meeting the needs of their students with special needs. Emmanuelle will invite them.

Training for Substitute Teachers

SEAC was discussing information regarding meeting special needs. SEAC recommended teachers have a binder to inform the sub of student accommodations. Secondary schools have accommodation cards to self-advocate. Parkview and LES are working on a universal substitute package. HR is likely going to share a template to edit to all the schools.

A need for a common tool to keep track of the accommodations that each student is entitled to was identified by both this committee and the SEAC. This will be developed by the Resource Teacher Focus Group. A document will be worked on to share the accommodations, while respecting the confidentiality (no diagnosis would be shared). The first meeting of the Resource Teacher Focus Group will take place tomorrow. The SEAC recommendations, including this recommendation, will be shared to Michel Soucy at tonight's meeting. It was part of the recommendations last year as well, but it has become ever more important this year with the COVID-19 pandemic and the current school organization.

Mesures

HR sent a list of decentralized mesures to the ATA. Measure: 15333 support to EHDA students, refers to supporting special education in the youth section.

Referral Document

QPAT created a Special Needs Reference Guide for Teachers.

Alexander Galt Regional High School

ATA Union president has met with teachers at Alexander Galt who have expressed concerns about the organization of the school, specifically how the needs of special needs students are met. How the IEPs at Alexander Galt are met is a concern to teachers. Union asking for solutions to improve the school climate at the school for 2020-2021 school year. At Alexander Galt, the administration has begun looking at closing IEPs, they asked teachers to flag IEPs for closure. Kymberley Morin will be providing IEP training to the administrators during management meetings. The goal is to have a common understanding across the school board. Modified program information in IEPs

should be clarified in the process. Discussion: Kymberley Morin providing support to categorize and flag IEPs to be closed. It is always best for her to be invited and welcomed by the school Principal rather than being imposed.

Verification/Quality Assurance Results

Files Verified by MEES in 2019-2020

Ministry Code	# Codes Verified	# Codes in Elementary Schools	# Codes in Elementary Schools
24	1	0	1
33	4	3	1
34	9	4	5
44	1	1	0
50	4	3	1
99	1	1	0
TOTAL	20	12	8

Feedback Received by MEES on May 5th

CODES REMOVED	ELEMENTARY	SECONDARY
33		X
34		X

MORE INFORMATION REQUESTED	ELEMENTARY	SECONDARY
33	X	

We have gone through the verification process for this school year. We received the results on May 5th. Two out of the 20 codes were removed. Both code removals were expected by Complementary Services and by the principals involved. For both students, they do not require the minimal number of hours of support required by MEES. We received a request for more information concerning a code 33 student because the document submitted that states the diagnosis was handwritten by the doctor and difficult to read. We were asked to submit a more official and readable report which has been sent to MEES. We should get feedback in July.

Allocation of Support Hours for Coded Students – Revised Version

The proposal was approved at the February meeting. It had been stated that if we were able to add more hours, a reviewed proposal would be approved. The number of hours for heavy codes has been increased to 8 hours per week. This support required by MEES can be given by employees other than support staff (resource teachers, supervisors, etc.).

Internal Code Audit

MEES Code	Total # of Codes Removed	# Codes Removed in Elementary Schools	# Codes Removed in Secondary Schools
14	5	4	1
33	6	0	6
34	5	0	5
50	10	1	9
99	2	1	1
TOTAL	28	6	22

Following last year's verification process, we came to the realization that it is important to do an internal audit to remove codes that do not meet MEES requirements. This is to avoid getting codes removed during the verification process. It makes sense that more codes are removed at the secondary level because students have developed coping strategies and have become more independent and autonomous. They no longer require as much support. This process will be done yearly. We hope that this process will help us develop critical thinking about the coded students and making sure that they still require the code.

Coded Students 2019-2020 VS 2020-2021

	2019-2020	2020-2021
Elementary	206	180

Secondary	157	145
TOTAL	369	332

The number of codes in these documents is updated throughout the year as codes are approved or removed. As of now, when comparing the 2 years, there is an increase in student population in 2020-2021, with a decrease in number of IEPs and number of coded students. This is changing regularly however, as code requests are still being assessed.

Oversized Class Compensation

As of now, the ETSB is paying for oversized class compensation up until March 31. With a limit of 15 students per classroom since the reopening of elementary schools, there haven't been any oversized classes.

Support Staff Allocation 2020-2021

Following the Support Staff Allocation requests, we have seen a decrease in the number of coded students but an increase in the number of allocated hours.

The proposed number of hours as of June 2020 is 2124 (compared to 2047.5 in August 2019). This number will change by August 2020 as code requests are still being evaluated. Hours are also added throughout

Organization of Professional Services – COVID-19

the year when new codes are approved.

Upon the approval of these hours, the allocation will be sent to principals as soon as possible. Principals are looking into their staff positions for next year (basic allocation vs decentralized grant hours). Professional services were reorganized in order to limit the number of schools where the professionals would offer physical services. They have been limited to 4 schools for in person services. They still offer services remotely to their other assigned schools. Every school receives both in person and remote services. The professionals were given personal protective equipment as needed (masks, visors, Plexiglass screens). The organization of services may change in the fall. This will vary depending on the organization of schools and sanitary recommendations. Professionals have learned to adapt their services to this unusual situation.

CES Team Bulletins

A committee of 4 professionals was put in place to create interactive bulletins to help support school staff during this pandemic. They are sent to all staff and offer resources and information covering a variety of topics concerning special needs students. A poll was sent to staff to see the interest in continuing the bulletins and to determine topics of interest. We believe this is worth continuing after the pandemic.

Extra Temporary Hours

For the past 3 years, schools have gotten decentralized grants to respond to various needs. In some cases, the needs are greater than the grants permit.

Schools sometimes need more hours than the grants can provide. In exceptional cases, they then contact Complementary Services for help. A request form was created this year for principals to use when they need extra temporary hours for a student. Reasons for extra hours could include:

SLP assessments. If a student is flagged as possibly meeting the criteria for a code 34, the student must receive 6 months of assessments (12 sessions) to determine if the student does in fact meet the requirements. At the end of the 6 months, the code could be granted and the hours become permanent.

Return to school following a Safe School Assessment

SPECIAL EDUCATION TEACHER PARITY ADVISORY COMMITTEE

Guest: Kimberley Morin – CASP and CHALLENGES Educational Programs

CASP is for students between 6-15 with diagnosis of moderate to severe intellectual disabilities who do not follow the regular schedule. Pilot project allowing other students to be in this program is currently being done. At discretion of the school to decide. Has now become an approved program. For French, you must refer to the French version of the program and take out the subject specific content.

Not obligatory, but teachers should follow QEP, but this is an alternative for other students. Competency - life skills - over six terms all need to be evaluated - order decided by teaching team/school. If leaving the school, but only in CASP then all need to be evaluated. CASP is a competency-based program focused on life skills- executive functioning. For students that need an alternative education to the QEP. It is up to the teacher to set the learning objectives and the assessment methods. The program provides a framework and guidelines. A checklist will be available to help guide evaluation by the end of the year. Challenges: mistranslation 1996. Not done being translated. Still preliminary. Goal: Students need to be autonomous to their abilities. To integrate and to participate in the workforce. Should not be teaching Religion and Moral Education. There are five phases for the students. Some will not leave Phase 2. Work placement must be outside of the school in Phases 3-5. In Phase 5 TEVA transitions will take over. TEVA should follow all students in Challenges. Phase 2: Should be going to the store and going into the community. Can they take the bus on their own. Task analysis is important. They need about 1000 hours of work experience. Ministry issues a certificate. Depending on their abilities, they are in a phase, not age or time. The IEP should detail the supports, year of challenges, work placements and support at the placement should be in the IEP.

Joyful Literacy

Will be implemented by 5 pilot schools, through the early intervention programs, focusing on formative assessment.

People who are piloted want to test out the program to see what is working and what needs to be changed. DRA will continue to be collected.

Watch Action Plan

Emanuelle will follow up with principals at the regional meetings.

Accommodations – Communication with Supply Teachers

SEAC committee with teacher, parents of students with special needs, etc. At this meeting, it was determined that we need to make sure that supply teachers are aware of students with accommodations. Ideas were brainstormed because there is a confidentiality problem. A sheet of paper could be left by the

classroom teacher to the supply teacher. We want students to self-advocate, though this might not always be a reliable option. Students are given a card with accommodations at the secondary level. Will bring this issue to regional meetings and brainstorm alternate suggestions. Schools could offer training for supply teachers to know expectations. ATA developed a supply teacher policy committee and have been discussing supply teacher protocols. Still open to more suggestions.

Resource Teacher Allocation

Allocation is the same as it was in previous year. Base allocation given based on a formula. Since 2011, it has been 16.76 teachers divided amongst the elementary teachers. Each highschool is allocated 1 resource teachers. Formula is based on student population, IEPs, code 12s, and the number of students over the 15% of special needs. .2 of an allocation is kept at the board to use as needed.

New Resource Teacher Training

Resource teacher training put on at the beginning of the year. Many new resource teachers and a lot of information was given. Worked through the resource teacher handbook and the CASP/Challenges programs. 7.4. Policy and Procedures governing the organization of educational services for students with special needs. Latest policy was done in 2002, does this need to be updated? Eventually, it will need to be updated, but there are many considerations that need to be taken before we can do this.

Student with visual impairment has brought in money from COPIBEC to get digital copies of texts

Who is in charge of this? Frederick Noirefalse's new dossier. It is the publisher's responsibility to make this available. This is more accessible in the secondary level than the elementary.

Positive Intervention

Five schools made requests to the health sector to support their staff working with 4-8-year-old students. Cookshire Elementary / Waterloo Elementary / Parkview / Lennoxville Elementary / St. Francis Elementary
Waterloo Elementary has volunteered to be the school who will evaluate the offer of service. Emmanuelle will ask Brenda to put the request form on the portal in order for principals to easily have access to it.

Policy and Procedures governing the organization of educational services for students with special needs.

As mentioned at our last meeting, there is a need to update this policy. However, we will wait for the change in governance of school boards to take place before going through the whole consultation process. We wish to avoid starting a consultation process that could possibly not be completed because of a change

in governance. Megan brought up this topic because teachers ask her questions and she cannot rely on the current policy to answer these questions accurately. She tells us that she often refers to a referential document created by the FSE. Jeff brought to our attention that the French and English collective agreements are different and we must double check the information in the referential document to identify discrepancies. An example of discrepancy is for the Adult Sector. In the French collective agreement the Special Education Site Base Committee reports to the Parity committee whereas in the adult sector the Special Education Site Base Committee reports to the Centre Director.

Resource Teacher Allocation

As stipulated in the notes from our previous meeting, 16.43 resource teachers are allocated in the elementary level. These 16.43 resource teachers are to be divided amongst the 20 elementary schools. Furthermore, there is 1 resource teacher per secondary school for a total of 19.43 resource teachers at ETSB. Principals may choose to use decentralized grants to add to the allocation their school receives from the school board. The organization of the services provided by the resource teacher(s) is a school decision as they know best how to best respond to their students’ needs. Principals around the table share the fact that it is difficult to plan ahead with the way funds are allocated from MEES. Jeff informed us that officially, at the elementary level, resource teachers are called remedial teachers while they are called supporting teachers at the secondary level. The collective agreement states that no teacher can be a teacher without having a 50% teaching workload.

Verification

We received the list of students whose files will be verified by MEES. Again this year, 20 student files will be verified. Students are aged between 5 and 17 years old. They come from all three secondary schools and seven elementary schools. Our deadline to submit to MEES in January 31st. Schools must send this information Dec. 20th, 2019 The purpose of this process is to demonstrate to MEES that the needs and limitations of the students are severe enough to meet the MEES criteria and that the students require additional support to function in the school setting. MEES is not questioning the diagnosis.

Files Verified in 2019-2020

Ministry Code	Number of Students
24	1
33	4
34	9
44	1

50	4
99	1

Code 34 files at the secondary level will be more challenging to complete since we do not offer SLP services in secondary schools. However, secondary schools may reach out to our SLP to ask for support in filling out the forms to make sure that the information provided is clinically sound. When you see a high functioning coded student, we must consider removing the code. This must be done before the end of the school year or by September 30th at the latest. We may wish to tweak the current Support Staff Allocation Request Form to stress the importance that codes must be removed if the students no longer need the support as prescribed by MEES. An information session on IEPs will be offered in January or February to principals and resource teachers. ISM training will also be offered in January.

Psychologist in Galt Feeder Schools

Alessandra Froelich has resigned from the ETSB. Her last day with us will be on December 20th, 2019.

Emmalie Filion will replace her once a person will have been hired to replace her at Alexander Galt Regional High School.

New Speech and Language Correction Officer

Mesure 15001 : Seuil minimal de services aux élèves – commissions scolaires
Occupational Therapists Rachel Lassenba (100%) Nadia Gagnon-Houle (90%)
Psychoeducator Vicky Cotnoir (100%)

Speech-Language Pathologist No candidate in spite of many efforts We had no candidate for the SLP position by the end of October. We therefore decided in early November to hire a Speech-Language Correction Officer to offer additional support in the schools who were without SLP services last year. Nienke van der Wijk (60%) A Speech-Language Correction Officer can coach staff, intervene with students, meet with parents, develop materials, etc. They cannot assess students nor design speech and language intervention plans.

Coded Students

Emmanuelle presented a chart showing the at-risk and coded students population which was shared at the last Resource Allocation Committee meeting. The RAC committee is composed of the director of Finance, the director Human Resources, the interim director general, the director of Complementary Educational Services, four school principals and a centre director (Louise Retchless, Nicole Carrière, Kirk Robinson, Julie Edwards, Steve Dunn). The principals and centre director were elected by their peers.

Teacher Burnout

The Union is receiving many calls from teachers who feel overwhelmed and

exhausted. Small schools in particular feel this stress. This is a problem that is not only experienced at ETSB. How do we integrate high needs students without exhausting our resources? This is a question that is being brought at the MSSS/MEES table. Severe behaviours are particularly draining. The needs are becoming bigger and are present at a younger

Site-Based Special Needs Committees

Megan reached out to schools to get the list of their Special Needs Site-Based Committee members. She has not heard back from the following schools. Cookshire, Farnham, Knowlton, St. Francis, Sawyerville, Sunnyside, Pope, CBM Adult, CBM Vocational, LVCT, MVHS. Norma confirmed that both Pope Memorial and Sawyerville Elementary schools have a Site-Based committee in place. Complementary Educational Services has also reached out to all schools to inquire about this. We are making a list of all members for the school board and we follow-up with the schools who have not yet provided the information.

Homeschooled Student-Teacher Responsibility

If a student is being provided home services, it is responsibility of the home service teacher to communicate with the school/teachers to find out what should be done. When student is out without home services being provided, it is the teacher's responsibility to provide work to the student.

LVTC Update

24U students First, second, or third year in one class, so this makes content challenging. Some materials are available in French. Is there money available to have these documents translated? Jeff informed us that the DGs have discussed having documents translated and that money is being put aside to do so. We are hoping to have translated documents within the next school year. This is a topic that could be brought up at the next TAC meeting. The representative from the Adult Education sector has already brought up this concern at the TAC table.

Guest: Kymberley Morin – TÉVA **TÉVA stands for Transition école vie adulte. Kymberley will share her Powerpoint presentation with us.**

Verification

Out of the 20 files verified by MEES we expect to lose 2 codes because the students do not need additional support in school. They are functioning very well with the regular support that is offered at school. We need a process to remove codes from students who no longer meet the MEES criteria to get a handicap code. There are three criteria to get a code: diagnosis, severe limitations, need for support as prescribed by MEES. The form will be sent out to schools around April 6th and the deadline to complete the form will be May 15th. A clinic will take place at the board office on May 4th to help school teams (principals and resource teachers), on a voluntary basis, to fill out the Support Staff Allocation Request form.

Psychologist in Galt Feeder Schools

The psychologist working in most of the Galt feeder schools has resigned at the end of December. We are actively looking for a replacement. Emmalie Fillion has applied to take over the elementary feeder schools. She will stay at Galt until we hire a new person for this year. The posting is for 4 days at Galt, 1 day at SES. At Galt, there is a lot of counseling in contrast to evaluation/testing. It is difficult to manage and balance doing both testing and counseling. High school services are more the result of student requests.

WOTP Funding

The program exists at Alexander Galt and Massey-Vanier. The Alexander Galt School Council will receive a response from the school board regarding the allocation of money. Money has been used to supplement the program staffing.

IEPs and Modified Programs (Guest: Kimberley Morin)

Pedagogical Development Day for New Teachers

Pedagogical development for new teachers will be offered by Complementary Educational Services. It will be held on April 17th. ATA president will send a list of new teachers.

Survey Results – Vaping Habits of Estrie Teenagers

Secondary school students completed a survey on their vaping habits. The survey which was available in both French and English took place between January 13th and January 21st. 5675 students from 19 schools in Estrie completed the survey. We received a 4-page report provided by the DSPu from the ESTRIE region. This report was shared with secondary school principals and with re-adaptation officers (Tiffany Blinn and Maude Larose). We will receive a report regarding our ETSB students specifically at a later date.

Alexander Galt Regional High School

As mentioned at this morning's meeting, there are concerns from teachers at AGRHS about the way the needs of special needs students are met. As stated this morning, Kimberley Morin, our special education consultant, is available to help going through IEPs to see which ones need to remain in place, which ones need to be reviewed, and which ones can be closed. The ATA president suggested that a committee within the school be formed. She suggested that the committee be formed of two school board representatives, the ATA president, two school administrators, and two teachers from the school. The goal would be to address the number of IEPs and develop a plan on how the school is meeting special needs. The school board could share resources to help support the school. Ultimately the organization of IEPs and the way they are delegated at the school level is a local decision. Consequently, this must be managed by the school team and be led by the school principal. The school board can support the school team, if requested.

Guest speakers

A request was made for directors from the Adult Ed/Voc Ed centres to come and present their offer of service regarding students with special needs.

Files Verified in 2019-2020

Feedback received on May 5th. Two codes were removed (33 and 34), both at the secondary level. The code 33 was expected to be removed right away when the student's file was chosen by MEES to be verified. The principal knew that the student did not meet the MEES criteria for a code. We removed it ourselves and told MEES we knew this student should not have a code. The code 34 was removed because the student succeeds without the minimal amount of extra support required by MEES (2 hours/week). Emmanuelle thanks all those involved in the process. A request for supplemental information was asked for one of our codes 33 at the elementary level.

The report from the doctor that was submitted was hand-written, and not easily readable. MEES asked us to submit a typed note from a doctor confirming the diagnosis

(DCD). MEES has not given an official deadline for us to provide the document given the current situation. However, we were able to send it last week.

Internal Code Audit

New process this year. We realized that some students have codes but don't need the minimal amount of extra support require by MEES. As part of the Support Staff Allocation request form, we added a tab for Internal Code Audit. All students coded this year were listed and schools needed to enter the amount of services given and whether or not their needs meet the MEES requirements. A total of 28 codes have been removed (6 at elementary and 22 at secondary). It makes sense that more codes at the secondary level get removed because the students get autonomous and learn to function well in spite of their diagnosis. They therefore don't require as much support.

Coded Students (2019-2020 and 2020-2021)

As of now, when comparing 2019-2020 vs 2020-2021, we are seeing an increase in student population but a decrease in both the number of coded students and number of IEPs.

Pedagogical Development Day for New Teachers

A Pedagogical Development Day was planned on April 17th at the Marais aux Cerises. It had to be cancelled due to the school closures.

We will plan something for next year. It is too early for details as the procedure will be determined according to the recommendations from the Direction de la Santé Publique.

Adult Education Concerns

We will invite the directors from CBM (Adult Ed and Voc Ed) to present either at our next meeting (June 10th) or next year depending on their availability.

Emmanuelle will reach out to them. A question was asked regarding the re-adaptation officer hired at CBM. The re-adaptation officer is replacing a guidance

counselor. The position is changing because the needs have changed. The regular professional will be back in August and will take on the role of a re-adaptation officer.

Guests: Steven Dunn and Luc Rodrigue – Adult Education and Vocational Training Centre Directors

Guests were requested at the last meeting to explain what they do to accommodate students with special needs.

Luc Rodrigue (LVTC Director):

Luc explains the different ways that the centre responds to the students' needs: Hired Jeanne-Mance Fortin, a retired resource teacher who is extremely dedicated. She helps all students who need it. Support is provided either one-on-one or through small group interventions. Evelyne Miller (Social Worker) works 2 mornings per week. Purchased devices and different software (iPads etc.) to lend to the students who need it during their studies. Created a student help fund to provide help to those with financial difficulties (food and gas cards). A committee analyses the requests. Once paid for a student's rent because she was going to have to drop out 1 month before the end of her studies. With this help, the student was able to complete her studies and get her diploma.

A student needed special arrangement for physical limitations (walking and stairs). The student is allowed to work from home. Only has to come in for exams. The LVTC registration form now has a place for students to indicate if they had an IEP in the youth sector and/or if they have a diagnosis. Students are asked to contact their high school to get a confirmation letter to send to the centre. The funding for special needs students is received directly from the MEES, from a closed envelope of 36,000\$. The amount is equally shared between our 4 centres. It is a general allocation because there is no money associated for coded students in the adult sector.

Steve Dunn (New Horizons Adult Education Centre and Job Links director):

Steve explains how New Horizons responds to the needs of its students: 50% special education technician 50% social work technician (Evelyn Miller) using a grant from Service Québec. Serves students who are potential Job Links clients. A big difficulty encountered is getting testing done. Before COVID-19, the centre was in the process of building a pilot project for developing services with the *Institut des troubles d'apprentissage*. We could use them when needed for testing and evaluations. Working on transitions from secondary school to adult education and then vocational centres.

Language classes and Winning Attitudes classes given between both centres (New Horizons and LVTC).

The centre is working on removing barriers to education. Special education students are often at risk and for many, school wasn't a positive experience for them. The centre is trying to reach out to those students in the community in order to make it as easy as possible for them to get an education. Looking at offering online platforms to reach more students. A big issue is offering adequate services to the immigrant population. We can't reach out to their previous schools to get more information on their past schooling issues (diagnosis, IEP,

accommodations, etc.).

Looking at rearranging staff to use some percentage of their tasks as “resource”
Students can have access to some technological tools and software for certain exams.

Role of Resource Teachers during COVID-19 pandemic (September 2020)

Roles may change during the next year. A focus group, led by Kymberley Morin, will meet to reflect on how COVID limitations will affect the role of resource teachers and how they will need to adapt to restrictions.

First meeting on June 11th to start the reflection, without knowing how schools will be organized in the fall.

Resource Teacher Qualifications and Experience

Megan asked if we could do a roundtable regarding the qualifications and experience the committee members believe resource teachers should have.

Some characteristics were agreed upon:

Passion for students with special needs

Desire to learn and continue learning

Dedication

Flexibility

Attachment

Ability to connect with students

Organizational skills

Mansonville Concerns

Concerns brought up about IEPs not being reviewed and about the need to clarify whose responsibility is it to schedule IEP meetings. The way IEP meetings are set up varies from school to school. The principal is ultimately responsible for IEPs but they often delegate this to other staff members. In some schools, the homeroom teacher is responsible for IEPs while in others it is the resource teacher. There are instances when the school principal will take that responsibility for specific students. We have already reached out to the principal to offer support and guidance.

Budgetary Rules / Mesures

Megan asked if we have received the budgetary rules for the 2020-2021 school year. Jeff answered that we received the consultation version and we can already see that many numbers have changed. There are new monies to help cover the support staff allocation, which will help cover the cost of the increased number of support staff hours in the basic allocation allocated to schools.

Megan asked if she could get an updated version of the cheat-sheet. Jeff will give it to her once we will have the final version of the budgetary rules.

VARIA

Todd says he emailed Frederic Noirfalise about having a common tool for accommodations to help supply teachers. Emmanuelle states that this will be part of the Resource Teachers Focus group’s mandate. Phil asks when the schools will get their final SET/HSA allocation. The proposal will be shared at

the Board Level Special Education Parity Committee meeting held on June 10th to be approved by the committee members. The approved hours will be shared with the principals right away after that meeting.

Centre Directors - CBM

At last week's meeting, we discussed inviting the CBM centre directors to discuss the special needs in their adult centres. The invitation was not sent because of lack of time.

IEPs – Transition from elementary to secondary school

A need for clarification of the process of transition of IEPs has been identified. Some elementary schools are getting requests from secondary schools for them to close all IEPs for students who do not have a diagnosis. A diagnosis is not needed to have an IEP. Any student who has a special need, with or without a diagnosis, should have an IEP in order to get accommodations for sanction exams. If the support measure is not in an IEP, the student will not be granted the accommodation. The accommodations that are put in the IEP must be accommodations that are accepted by MEES for the MEES exams. There could also be different accommodations in IEPs for in-house exams and learning situations. Certain goals don't transfer well from elementary to secondary. These goals can therefore be closed for the transition. However, this does not mean that the IEP is no longer needed. The goals will need to change to make sure that they can be transferred to the secondary school setting.

ETSB Binder for Special Needs

The ETSB binder for Special Needs was taken down because it is quite outdated. A lot of the same information can also be found in the Resource Teacher binder. Kymberley Morin has been mandated to go over the special needs binder and update the information. If possible, she will combine the information from both binders into one. It is still a work in progress. The goal is to make this updated binder available to all teachers, either on the Edu Portal or on a Google Drive.