

## **TEACHER ADVISORY COMMITTEE**

### **Consultants Presentations:**

#### **Stephanie McCully – ELA/Social Studies**

Stephanie presented some of the projects she has been working on, including a document on ELA Essentials; a project with PACT (Provincial Advisory Council of Teachers) that looks at the “talk” component of ELA, with a focus on how to help teachers develop and assess this competency. She has also started a book club and one of the recent books is on “talk.” Another project pinpoints the other elements of the other ELA competencies in order to guide teachers. She is also developing a bank/list and a guide to culturally inclusive texts for classrooms, this with the Board’s librarian, Courtney Morrison, and is developing a project for 4<sup>th</sup> grade teachers

#### **Marina Delis – Early Years/Sexuality**

##### **Early Years/Transitions dossier**

This will help parents better prepare their children’s transition to school, including a 2-day workshop on transitions which will be taking place in March. Marina is also working with several CLC’s to build an 8-session workshop for parents on building literacy. In the pre-school dossier, Marina is offering after-school, non-mandatory “chat” sessions for teachers, as well as preparing newsletters for teachers. She is also working with Sir Wilfred Laurier colleagues to prepare a workshop on numeracy. There is further work on JIP – Joyful Literacy - which looks at the basics of early literacy, Marina is working with SLP’s to build a workshop on how to teach children to read. She is working with teachers who are piloting methods to teach phonics (Secret Stories), methods that also look at the social/emotional aspects of learning;

##### **Sexuality**

Marina is starting to meet with colleagues at other school boards, as well as a sexologist, to develop teaching resources for children of all ages, including intellectually challenged children.

#### **Francis Giguère – FSL (High School) / School Improvement**

F. Giguere’s dossiers include FSL (High School), dropout prevention, data analysis for school improvement and the collection of success stories of students in various pathways to promote an awareness of these programs for parents/students. In FSL, there is a new formative evaluation rubric for Sec. V, as well as one for Sec. I and II. Francis is working with consultants in other boards to develop professional development workshop surrounding these rubrics.

#### **Eleanor O’Neill – Technology Integration**

E. O’Neill is currently replacing J. Meacher, who is on a loan of service with the Ministry.

- She is working with the English RECIT network on a project, based on the UDL CAST framework, which includes sharing materials, choice boards, developing a UDL checklist for teachers and mini units.
- In order to promote coding and robotics in our schools, she is working on the development of mini-units that relate to the materials that we have access to, and is looking for other schools that would like to be involved in the project.
- The English RECIT network will be developing an unboxing webinar that introduces materials that can be used for technology integration in the classroom.
- There are new additions to the Text Help software including an integrated OCR reader and Data Desk software. Data desk allows teachers to turn off and on features of the Read & Write toolbar to easily set up environments for exams. This could be used for local exams. There will be presentations to resource teachers about the OCR reader at the next resource meeting and Data Desk support will be provided for those that need it during exam times.
- In collaboration with Emmanuelle Gaudet, Kymberly Morin, Kathy MacDonald and the SEAC committee, she is developing a SEAC website to help parents navigate the IEP process, accommodations, services in our schools and local resources.

### **Jodi Coleman – Math/Science**

J. Coleman is working on Math/Science, as well as for the Mentor/Coaching program this year.

### **Cross-level projects**

- Creating and Adding materials to the ETSB Math Resources Drive: over 150 new resources for Teachers to use: tasks, number routines, and lessons.
- Participated in the offer of provincial webinars: 10 webinars were offered, 29 teachers attended.
- Organizational consultant for Math Summer Institute: Back in person this year. Cohort 4: 9 teachers, Cohort 5: 6 teachers, 1 Principal, 1 ETSB admin, and new Cohort 6: 13 teachers. No Grade 10-11 teachers.

### **Elementary Projects**

- GRICs project: Grade 6 validation of Competency 1.
- Grade 6 Exam Preparation Sessions: June 1 & 2, optional availability for corrections the week of June 13.

- AMI Project: Pope and Sawyerville: all levels for tasks. Cycle 3: Creating curriculum maps and learning targets from the essentials that they have completed.
- Provincial Webinar: The Five Practices for Orchestrating Mathematical Discussions (May 19)
- PDIG: Cycle 2, Portfolios as Formative Assessment (Math/ ELA)
- Cycle 2 Formative Assessment: Creation of Learning Targets, Task, Profiles, Progression of Understanding and Anchors Package for Teachers (almost ready)

She is also working on the development of Learning Evaluation Situations in Science – there is a science drive with some LES' in it. The situational problems for Cycle II Math will be updated as many of the problems are dated.

## **GENERAL**

### **DPR Training**

ATA executive will learn about the DPR guidelines at the next ATA Executive meeting, and this will also be done at a reps' meeting. Megan will contact Support Staff and Professional unions and invite them to join in if they care to. Jeff said the Board has had to reschedule its workshop to April 13 and is looking at developing promotional materials to help staff learn about DPR.

### **Stability of School Teams and Assistance with Class Composition**

A special ed. committee will be struck to look at the monies that will be arriving and how they should be used. The approximate amount is about a half a million dollars.

### **Snapverter**

This tool was suggested by a couple of resource teachers. It allows teachers to scan documents so that they can be read by Read and Write. Several teachers have started using it – and love it. It's available to teachers and students in the Chrome store with your edu address.

### **Mentor Teachers**

This topic is becoming more of a priority. Where is the Board in terms of the new elements of the Collective Agreement? Julie mentioned there was a bit of delay due to the difficulty of getting supply teachers. Currently there are 8 coaches, each working with 2 teachers. They have had 2 sessions so far. Fred added that they are working with Megan Webster to build a continuum of training. They are trying to determine are the topics that are most pressing for new teachers– i.e., classroom management, technology, what? Input is welcome from the Union and teachers in general. Megan mentioned that the Union should be having more input – would the Board send her a hard copy of the Board's action plan? Jeff will do that. Fred agreed that the Union should be involved and would

really like to have the Union on the front line of planning. The budget is \$55,000 and 1.2 teachers to provide release for mentor teachers.

F. Noirfalise will be meeting with the committee tomorrow and will have a clear update. Again, F. Noirfalise encouraged the Union / teachers to express their ideas about what topics new teachers would like to see covered. He will share questions with M. Seline, who has offered to contact all new teachers to see what they perceive as their greatest needs. It may be instructive to encourage schools to develop a "New Staff" handbook to help teachers become oriented more quickly, and to consult with more experienced teachers to get their perspective on the needs of new teachers.

Follow-up from the last meeting: Fred and Julie have been working on a presentation on how the mentoring and coaching program will unfold next fall. In addition, there will be a survey to get direct feedback from new teachers. Every school will have a mentor who will be responsible for the mentoring in the school. This topic will be taken to an upcoming Management meeting. Mentors will be released from some duties, and there is a stipend attached to the work. Fred will send the names of the coaches to Megan. Megan mentioned the RRHS handbook for new teachers... Megan suggested that Sylvie Fortier, as the chair of the ATA's Experience Teachers Committee, may be the ideal person to start looking at developing a template. RRHS has a handbook for supply teachers that could serve as the basis for discussion. Matthew said that DES has similar document and he will send it to Sylvie, Fred and Megan.

Mentors are now in place in all but 2 schools, information is being collected, and an email will be sent out to a few new mentors. TAC members have received the mentor profile for the ATA's consideration. ATA's TAC members will look at it and respond to Megan. Sylvie Fortier will be looking at developing a mentoring document template for new teachers, and work on this will be ensuring. Fred looked at Richmond's document and suggests that, while it is specific to Richmond's needs, it might serve as an example for other schools.

### **Substitution**

The current issue with substitutes is trying to get a competent one. Eva said that the Board has been working with universities to see how student teachers can step into the void at need.

### **LCEEQ Resource Presentation**

Did the LCEEQ give the ALDI presentation to the Board? Yes, but it was at an LCEEQ meeting which Eva, unfortunately, could not attend. Jeff is concerned that the document does not reflect the wider role of resource teachers at the ETSB, and there needs to be more discussion at the Sp. Ed. Committee to clarify what the role of a resource teacher in the ETSB. Megan said the topic was on the agenda for the Spec. Ed. Committee meeting this morning, and there was an agreement that ETSB resource teachers go far beyond the limitations as defined in the ALDI document.

### **Term Evaluation**

The ministry has sent out the dates for exams and exam re-takes. Will we be returning to a three-term situation next year? It is expected that that will be the case, but it needs to be remembered that the Ministry sets the terms and dates, but does offer a bit of leeway for individual boards in setting their dates.

### **Pedagogical Services Personnel**

Eva sent out a document delineating the team members, although there is still a vacant position in elementary mathematics, and the elementary French consultant is currently on leave.

### **Summer School – will there be one?**

Yes, but no plans have been made yet. There was discussion of using the last two weeks in June to offer summer school sessions, but there is more to come on this. A discussion of the possible extra teaching sessions at the end of June ensued, covering a number of topics, including formative and/vs summative exams, as well the fact that elementary teachers are highly stressed during June. It is clear that this would be an enormous shift in culture for teachers, students and parents. More discussion will undoubtedly take place!

In terms of summer school practices, the purpose is to reach out to students who need extra support. Learn is providing 1.5 hours / day for two weeks in July. In terms of Cycle I at AGRHS, there is discussion about the fairness of one mark, the result of 3 days in “summer school,” being the final mark that will determine whether a student passes the subject. RRHS offered tutoring prior to exams to support students. Discussion ensued about learning cultures. Other concerns revolve around the idea that some “summer session” teaching is not being done by teachers and some teachers are being required to do additional supervision or other tasks. There was a suggestion that the three high schools work together to develop a ways and means policy around “summer schools” that take place at the end of classes in June. Another stress is teachers who are teaching / tutoring while also trying to mark and hold IEP and transition meetings. There needs to be further discussion on all levels. Eva said that she found Tom Shinner’s book, *Essential Assessment*, to be very helpful, and others also might find it so.

### **2021-2022 Annual Directives from the Minister**

These are available on the Ministry website.

### **Summer Institute for FSL teachers**

Information – The Provincial Language Network will be offering training for new FSL or untrained FLS teachers at a Summer Institute August 17-19. Further information will be forthcoming.

For new FSL teachers, will be offered from August 17 to 19. ETSB has 5 spots; 3 elementary and 1 secondary spots have already been filled.

### **Calendar**

Megan sent out the prospective calendars to reps for school consultation. The rationale for the November days was explained to the reps at a reps' meeting. Reps collected feedback from their teachers and then compiled into the document she sent. Many teachers sent individual comments as well. From some of the comments collected, it is clear that reps may not have represented the ideas concerning the days in November. There was considerable discussion, particularly around the significant impact on Massey-Vanier. Jeff said that the concerns around the snow days is an annual concern and there are never enough PED days. The constraints around VdC have always presented difficulties and the proposed calendars are the result of both school boards deciding to build their own calendars. It may be possible to adjust the proposed calendar and move the Sept. 2 PED day to Sept. 23 to accommodate M-V's IEP process. More to come.

Version 6 was approved at the Parents' Committee, with a few concerns, and will be taken to the Commissioners' meeting at the end of the month. The Union agrees to move forward with the calendar. At its last Executive meeting, ATA passed a motion, stating the value and importance of having a calendar committee, but that, in addition to all other seats at the table, two seats be reserved for teachers from Massey- Vanier and Sutton schools so their points of view may be taken into consideration from the beginning of the calendar process.

### **Gender Neutral Communications**

Tabled, but a committee is being struck to look at inclusivity and diversity. The committee will include teachers, professionals and others.

An exploratory committee headed by E. Rouaud, consultant for gifted students, has been struck. The committee includes professionals, administrators and teachers, and focuses on guidelines that promote diversity and inclusivity. Five meetings will be held this year, and the group will continue working on the topics next year. E. Lettner will send the names of Committee members to M. Seline Update – ETSB has applied for several grants for training for teachers and consultants, but also for speakers to address our student bodies. So far, there has been a speaker on Anti-Racism and Reconciliation, and a member of the LGTBQ community has spoken to Central Student Advisory committee. Sylvie Fortier, who is on QPAT's Human Rights/Social Justice Committee will let the committee know what is happening in the ETSB.

There will be a workshop next fall around Inclusivity, including gender and race, among other topics. GRICS is working on making changes to their program to accommodate changes around gender, but it is a slow process due to all the considerations.

### **Defi aux entrepreneurs**

Every year there's a contest for entrepreneurial projects. More information can be obtained from the Board.

### **EQDEM Health & Wellbeing Survey – Heads-up**

There are two MEQ surveys led by Santé Publique regarding the readiness of kindergarten students entering into kindergarten. This survey is carried out every 4 years and informs the Ministry on future actions. This will take place in March. A second survey that will be sent out for teachers to complete on student mental health, also in the same time period.

### **Stability of School Teams and Assistance with Class Composition**

Monies from Appendix 32 are to support Elementary schools designated as “*défavorisée*.” This money will be coming in several batches over the next two years. Some money has been released to schools. A small committee is looking at how to best use remaining funds, including rolling over funds to increase the Board’s ability to respond in a more meaningful way to students’ needs.

### **Public Health Investigation on the Mental Health of 12-25 Year-olds**

The report shows that, as a result of Covid restrictions, 50% of youth are experiencing significant symptoms of anxiety, including depression, hopelessness and suicidal ideation. M. Seline will bring the report to the Council of Commissioners, to see if there could be follow-up with the Central Student Advisory Committee.

### **Measure 15028**

This money is dedicated to the offer of extra-curricular activities at the high school level, including after-school sports. It was difficult to spend these moneys due to Covid restrictions, but we hope that moneys will be more readily used in the next school year.

### **Schedule of Examination Session and Retake of Examinations**

Is there a schedule for June 2022? Yes, Ministry exams dates are set in stone, schools set their own dates for internal exams. E. Lettner will send the schedule for ministry exams to M. Seline for information purposes.

### **Forest School Training**

Two LES teachers have looked into a training opportunity for teachers via Forest School Canada in order to promote more outdoor learning activities for students. CNAC proposes a voluntary training from June 26 to June 30. Funding is expensive, but all ways and means to fund the training will be explored. More information will be available soon.

### **Training for Supply Teachers**

No updates. M. Roberts and J. Edwards will be speaking about this topic. This could possibly be a webinar with a Q&A. More discussion will come.

There is no update at the moment, but it is on the table. Julie will speak with Marty Roberts before the end of the year.

Nothing further at this time, but J. Edwards will be looking at the DES and RRHS handbooks for supply teachers and she and M. Roberts will be looking at some kind of webinar for supply teachers.

## **QPAT Teacher Survey following the reopening of schools and centres in January 2022**

One significant finding was that the issue of “catching students up” is a huge concern and puts a lot of pressure on teachers. E. Lettner commented that we need to look at what the essentials are for every level and how we want to move students on a continuum, rather than focussing only on the “gaps.” Report card have just come out and we will get more information / data from them, but we need to recognize that this is more than a “gap” problem; it’s about the disrupted continuum of students’ development and learning.

## **TransEstrie**

M. Seline came across this organization and wondered if anyone at the ETSB was aware of it. This organization offered several services to trans and non-binary persons, but their work has been suspended due to the withdrawal of Federal funding. TransEstrie has produced some resources, and could the ETSB purchase a binder of resources for each school? Megan will investigate further to see if the resources are available in English.

## **Draft Regulation, Amended BSR: Days in Calendar**

The Ministry has posted in the Gazette officielle, an amendment to the Basic School Regulations for 2022-2023, suggesting a return to three terms. Also, under consideration is decreasing the weighting of exams, as they are this year. Discussion ensued on the negative impact of moderation, as well as whether or not next year’s curricula would focus on essentials. Some teachers prefer two terms rather than three, although this can be very difficult for some students.

## **Substitution Days: Correction of Ministerial Exams**

Elementary - 1 day to correct both math and ELA exams. There will be anchoring session in the morning and then teachers will be free to correct. There will be releases as usual for high school. Annex XLIII of the new Collective Agreement seems to indicate that there is funding for 2 release days for the correction of Grade 6 exams – E. Lettner will check.

There was an additional day for correcting and the change of information was forwarded to elementary principals, and the extra day is being used.

## **Commitment to Success Plan 2023-2028 Information**

Current plan ends in 2023 so the Board is preparing for a new plan, starting with a review of the Mission and Vision Statements. The goal is to have the new plan ready for the fall of 2023. The ETSB’s four pillars will remain as a focus in the new plan.

## **Central Transition Committee**

This committee focuses on transitions for our more vulnerable students as well as looking at the different pathways that will allow for students to reach their life goals. The ETSB wishes to highlight student success stories as a means of promoting the different pathways. If anyone has a story to share, contact E.



Lettner or F. Noirfalise. One huge stressor for Grade 6 students is the transition to Secondary I and there could be some ways to help with that transition. A “best practices” document was suggested, including videos of current Sec. I students speaking to Grade 6 students.

## **ELEMENTARY**

### **Tutoring Monies**

Measure 15021 is money that goes directly to schools. Each school decides how to spend the money. Question – are teachers at the TAC meeting aware of this and are any teachers at their schools doing tutoring? Yes, one of the problems is that there are more demands than available teachers. There are also difficulties with timing, and fitting everything in, particularly when students live far away from the school. Galt, RRHS and MVHS are all aware of the money. The Adult Sector is aware, but it has been difficult to find teachers. Jeff said that this is a Covid grant and there is a wide set of parameters for who can be hired to tutor and when – preferably outside of school hours and done online. Schools and Boards have to report the use of the money to the Ministry. Some schools are waiting for report cards to get a bigger picture of the needs before making plans.

### **Projet-Pilote d’ides à la classe**

Is the ETSB doing this ? So far one school has applied to be part of the research project.

### **Budgetary Measure of Full-Time Kindergarten for 4-Year Olds**

There are a number of *Mesures* to support K4 teachers. These *Mesures* are already in place: 11023, 11024, and 11026. 11023 allocates moneys for the organization of 10 parent meetings, with the intent of building positive bond between the parents and the school. A budget of \$166 per student is allocated for this purpose, and it could be used for speakers, for snacks or to meet any other need. *Mesure* 11024 is a start-up budget when a new K4 is established. *Meaure* 11026 is to subsidize a specialist for a period of 30 minutes per week. Multigrade classes (K4-K5) are entitled to the same *Mesures*.

## **ADULT EDUCATION / VOCATIONAL TRAINING**

### **New Psychoeducator**

For the first time ever, Adult Ed. has a psychoeducator- woohoo!

### **Vocational Training – New programs**

Administrative Support in Clinical Settings, Health Assistance and Nursing – no further information at this point

The AEP Administrative Support in Clinical Setting program only saw two registrants and they were French-speaking so it was offered through French sector. Health Assistance and Nursing program had 12 registrants in its last

session. The new cohort only has 6 students because of the impact of Covid on health services. J. Bisson is discussing with the MEQ to see if a small group can be financed for the program to be run.

### **Wellness Day**

Adult Education and Vocational Training would like to coordinate their Professional Development days, so that teachers can attend the Wellness Day. November 17 or 18 would be ideal for this purpose. Unfortunately, the ETSB will be holding other workshops on the 17 and 18 and they suggested that Wellness Activities being spread out over several PD days over the year. The ETSB also expressed its concern about restricting other PD activities for a small group of people. Perhaps the format needs to change. More discussion to follow.

### **Translation Monies**

QPAT says there is money available for translation. Is the Board aware of this? G. Gravel said there is a list of major programs (nursing, etc.) that expect to be translated over the next 4 years, but there is no plan for smaller programs. At this time, teachers often translate what they need, but there are problems with classes having the same materials.

### **University Program**

Vocational Training teachers have great difficulty with getting licensed because U de S has closed its English program. There is a possibility that one of the other universities will pick up the program in time for next fall.

## **SECONDARY**

### **Cycle 1 Students to June 23rd**

Teachers shared the difficulties of maintaining students in Cycle 1 Secondary until June 23<sup>rd</sup>, as stipulated in the Education Act – this interferes with evaluations, transition meetings, and IEP meetings, to name a few. In addition, there are constructing issues at Massey-Vanier, which will start on June 26. This latter will be discussed further at another table.

### **Wellness Day**

Following the last meeting, Eva and Gail discussed the Wellness Day at length. While there are both compulsory and optional workshop on November 17 and 18, the Wellness Day will work around them to accommodate all teachers who would like to participate. The afternoon of Nov. 17 will be devoted to online workshops, and the 18<sup>th</sup> will be an in-person day. At least a couple of the morning workshops on the 18<sup>th</sup> will be repeated in the afternoon for those who were in compulsory workshops in the morning. As all the Board workshops are online, we will try to have a “tech space” at the hotel for anyone who wants it, so that they may join in when their workshop is over. Jeff and Gail applied to the CNCPA – QPAT Global Health Fund for \$8,000 for the day.

### **Sonia Lupien**

Ms. Lupien is a speaker on stress management who would be of interest to teachers, but her fees are very high, and neither ATA no QPAT can afford the fee of approximately \$2,500. Julie said there is grant money available and she will look into it.

### **Ped Day Schedule**

Eva shared the envisioned workshops that will be offered on Board Ped Days next year. She will share it with all staff when it is finalized.

### **Strategy – Valoriser et reconnaître le travail du personnel scolaire**

The information came from QPAT. The ETSB has just heard the outline of the project as the information just arrived. It's about valorizing school staff and looking at supporting teachers in the class – see the document at the end of the notes. This will be a topic for further discussion.

### **Budgetary Rules**

Julie explained how some of the *Mesures* money is apportioned: 15155 pays for release time for coaches' meetings with mentors, 15153 is for mentor release time and stipends for mentors and coaches, 15154 is for mentee release time, and 15151 is for the mentoring program. Jeff will provide information on the mesures that were not explained: 15141, 15372 volet 1, 15372 Volets 3 & 4, 15171, 15130, 15378, and 15379.

### **New Teacher Welcome**

Will take place 2 days before the PED days in August

### **Secondary I in Elementary Schools**

Secondary 1 students are still in elementary schools in Knowlton and Bedford. Massey-Vanier teachers and administrators have been petitioning the Board for the past 25 years to correct this situation, and Secondary I is a recurring topic at June TAC meetings. This is a pedagogical and socio-emotional problem, for the 20 to 35 students who arrive at M-V in Sec. II, as they have not received a complete Sec. I curriculum, particularly in science, and it is not possible to create a transition path at Sec. II. Students often find it difficult to break into new friendship groups, and don't have the same knowledge/experience about the school, and its layout and services. The bottom line is that the Board has a responsibility to do what is best for all students and it is not fulfilling that responsibility. The Board also has a responsibility toward Massey-Vanier's teachers and staff, and again, this is not fulfilled. When will this change?

### **International Students**

There will be 41 international students, some full-time, some part-time, mostly from Europe, in particularly Germany. Very few Asian student are coming due to the impact of Bill 96. The Board is working to increase participation in the

Vocational Program, but there are difficulties with prospective students getting visas.

### **QOA**

This year the service was led by Learn and shared among the 9 school boards. There were a lot of difficulties around the tech platforms and other issues involving access to information such as IEP's. As a result, there is a revamping of the project so that only one board takes on the project and everyone will use the same platform.

### **Changes to Ped. Services Team**

Some team people will be leaving – Fred Norfalaise will be the principal of Knowlton Academy (Congrats, Fred!) and Jodi Coleman and Marina Delis returning to the classroom. Their positions will be posted.

### **Printing – MVHS**

The position of a person to do printing has been abolished, and this has caused concern for teachers. Given that support staff have already picked up Lynn Irving's other dossiers, they may be unable to take care of printing issues. M-V School Council has sent a motion to the Board concerning the situation. The Board's position is that Diane Vokey and support staff will have to work it out.

### **Smokers' Corner AGRHS**

Information from AGRHS School Council outlines the continuing discussion on the board's position that students should not be allowed to leave the campus. The difficulty is that students are going to the woods to smoke, drink and sometimes fight. This is a legal and safety issue. Julie outlined the situation at Massey-Vanier and how the legalities are handled. Cycle 1 students are not permitted to leave campus. In order for Sec. III-V students to leave the campus, their parents must give permission and sign a waiver. The student is then given a sticker to put on their I.D. card, and they must present this card to the supervisor at the tunnel before leaving the campus. It seems to work fairly well. Eva suggested that the topic be brought to Health and Safety Committee for further discussion

## **CENTRAL PROFESSIONAL IMPROVEMENT COMMITTEE**

### **Review of Applications Approved**

Jeff gave a review of what had been received so far this year and the workshops that were cancelled due to Covid Restrictions.

### **Applications for Funding**

No new applications

### **Remaining Funds**

There is an amount of \$9 729 left to spend this year.

### **Wellness Day 2022**

Will we be having another wellness day? We will have to look at the calendar once adopted. Martin recommended that if we do have the day, that we bring everything back to this committee.

### **Covid Update / Issues**

Questions concerning wearing of masks, moving towards in person meetings. Our next meeting occurs on May 25<sup>th</sup>. In person or not?

### **Professional Partnership Program**

25 teachers have benefitted so far this year in 9 projects.

### **Training for Substitutes**

Nothing planned at the moment but could look at something for next fall. Could there be something developed that could be made available online and reusable.

### **LCEEQ Conference**

This year ETSB had 42 people registered. Martin asked what the ratio of teachers / admin was who attended. We did not have the numbers to provide the information.

### **QPAT Conference**

October 14<sup>th</sup>, 2022. Most teachers apply for funds from local PIC.

### **PIC at other Boards**

Part of collective agreement. Each board/union do things differently. We are one of the few that distribute a large portion of funds to schools and keep some centrally.

### **Calendar**

Covered under wellness. Some concerns expressed over distribution of ped days.

### **Special Needs Funds**

\$40 of the \$240 was dedicated to Special Needs. How are the funds being used this year? No big workshops this year. So far resource teacher meetings taking place. Opportunities for workshops are provided to teachers; mental health of students, etc. Some schools send more than one teacher to resource meetings.

### **Sonia Lupien**

Available to do workshops on wellness. Are there times during the year that we could offer something to everyone to benefit.

### **Budget Half Year Breakdown on Spending**

There is \$9 729 left to spend this year.

### **Covid Travel for PD outside Canada**

The board still does not recommend travel outside Canada for PD.

### **ETSB Travel Mileage**

Is this set for next year yet? Do we follow CPR guidelines?

### **DPR Training Monies**

Are there funds left to spend? Megan going over guidelines with union reps tonight. Waiting on confirmation if we will have funds this year.

## **HEALTH AND SAFETY COMMITTEE**

### **Wellness Day**

Some issues concerning wellness day. ATA is producing a Wellness Newsletter. ATA is willing to share so that all employees could benefit. The board could do the distribution.

### **Code of Ethics for Parents**

Need a standardized approach for how to deal with aggressive parents, etc. Could there be posters stating violence is not acceptable. Could be a header on communication with parents. Phone messages could have something too. AESQ has begun a partnership with others who will be working on the topic.

### **Code of Ethics**

Next step – once translated, will be sent to all employees.

### **Safety Logs**

Hoping that tools will follow with Bill 59. All incidents are recorded in Google Docs right now. Julie will provide a summary at our next meeting. Looking into translating the CNESST document to be able to share. Jeff will send the document to the members. Jeff will verify if we can translate the document if someone is willing to take it on.

### **Conflict Resolution**

Administrative workshop has been delayed (Covid). Posters and flyers are almost ready. Peggy requested that the management group get a refresher. We have received the final publicity material for a fall launch. Will be nice to publicize the information with the beginning of a new school year.

### **CNESST**

Send ATA list of teachers on CNESST. Jeff gave the recent stats on Salary Insurance, CNESST and our EAP usage.

### **Climate Analysis**

ATA asked QPAT is there are people for analysis. They provided one name. List is short.

### **Bill 59 – An Act to Modernize the Occupational Health and Safety Regime**

Jeff provided a presentation done by the CPNCA on the changes coming. More to follow in coming meetings. Joanna Bisson, Centre Director LVTC has volunteered to assist us. There is a teacher at LVTC who is responsible for CNESST at the centre. We could also consider someone on Eric's Flying Crew. More to come in the new school year.

### **First Aid Training**

Does the board organize first aid training? There are usually 2 sessions per year that are organized, depends on the needs. Helene Lord will help with the organization. PIC can provide funds.

### **LVTC Sante committee**

SM contacted Megan about the LVTC committee. JF Sage is the committee chair. Was wondering how Bill 59 would affect local committee.

### **Morneau Data**

Shared.

### **Interim Solution for Prevention and Participation Mechanisms**

Came from ministry but will discuss more at a later date.

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

### **Special Needs Tour**

A session on the role of HSAs and SETs was offered on October, 15<sup>th</sup> 2021. The target audience was paraprofessionals.

Proposed dates to hold online sessions after school (presence time) with Catherine, Emmanuelle, Julie, Megan, Wanda or other TRUSS rep:

- Monday, March 14 (no)
- Wednesday, March 16 (yes)
- Tuesday, March 22 (yes)
- Thursday, March 31 (no)

March 14<sup>th</sup> and March 31<sup>st</sup> do not work for all. Emmanuelle will send presenters other possible dates on a Monday and Thursday to find common dates.

Emmanuelle will also send invitation an invitation to schools to share with their staff.

### **PD Day for HSAs and SETs on October 15<sup>th</sup>**

Well attended. Several sessions were offered by ETSB employees. We had a guest, Marla Cable, from Giant Steps school. The overall feedback was positive although participants mentioned that they would like us to offer more content related to the needs of people working in secondary schools. This is something

we always have in mind when organizing events and we will continue to keep it at the forefront when planning professional development opportunities for paraprofessionals.

Presentations:

- Key Note: Autism and Inclusion, Marla Cable (guest speaker)
- MEQ codes, Emmanuelle Gaudet
- Non-violent crisis prevention, Cathy Canzani and Tanis Moreland
- An Introduction to augmentative and alternative communication, Lindsay Giberson
- Autism and challenging behaviours, Marla Cable
- Role and responsibilities of HSAs and SETs, Julie Edwards and Emmanuelle Gaudet
- Supporting students with a mild and borderline intellectual disability, Kymberley Morin
- Read & Write on Chromebooks, Eleanor O'Neill
- Motor development and handwriting guidelines, Rachel Lassenba and Nadia Gagnon-Houle

**Session for New HSAs and SETs**

A session on the roles and responsibilities of HSAs and SETs was offered on October 15<sup>th</sup>. It is not possible to organize a session in August because of the staffing process but we could look at offering a session at the first September Ped Day next year unless we feel that October 15<sup>th</sup> would be fine. Committee members agreed that the October pedagogical day would be better than the one in September.

It was suggested that if it is not already done, new paraprofessionals should receive when hired a copy of the Partners in Education handbook. This would allow them to get a better understanding early on of their role and responsibilities.

**SMART IEPs**

A session was offered in November by Kymberley Morin. Kymberley is also working with a group of educators on a PDIG project on SMART IEPs. This is a big endeavor that will take time to complete.

PDIG committee members: Cathy Watson, Marina Delis, Francis Giguère, Stephanie McCully, Jodi Coleman, Jennifer Hall, Todd Smith, Daniel Aucoin, Fanny Boulais, Sonia Gaudreau, Phil Cannon, Norma Humphrey, Scott Lowd, Eleanor O'Neill, Adriana Lyons, Marta Collini.

**Sonia Lupien**

Julie looked into finding more information about Sonia Lupien. Mrs. Lupien offers bilingual sessions. Her focused on the neuro science behind stress management in young children, young adults, and adults.



We proposed that a session be held in June which would focus on the stress management of the adults in the system which would be followed up in the Fall with a session that would focus on student stress management.

It was proposed that a teacher could make a request to central PIC to get her to come to ETSB. Julie also mentioned that there may be monies available through HR (well-being grant). This is something to look into.

### **Role of Remedial Teacher (Document QPAT-ALDI)**

We will be using our own ETSB guidelines such as many other school boards who have developed their own guidelines. There are still issues that remain to be addressed at the HR table, at provincially speaking.

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

Emmanuelle reported on the progress made in regards to the SEAC recommendations that were presented to the DG in June 2021.

- Existing IEPs should be revised and signed by the end of term 1 (usually by the mid-November).

This is an ongoing recommendation which is in place but the committee feels it important to keep it as a recommendation to make sure that it keeps on happening. The ETSB deadline for IEPs has been the same for several years (end of term 1 when there are 3 terms).

- The school board should offer more professional development opportunities to support staff members working with students with special needs (HSA, SET, SAT, supervisors) throughout the school year. These support staff members should be remunerated while participating in these workshops and training sessions.

Many opportunities were given to support staff since the beginning of the year for which they have always been remunerated or compensated for their time. The full offer can be found at point 4.9 in the minutes.

- Have a clear communication tool to share information regarding the IEP process with parents of students who may require or require an IEP.

SEAC has decided to create a SEAC digital resource in which information on IEPs will be included. However, they believe that there is more information to share with parents than solely IEPs. They wish to have an online resource that will include links to access deeper content. A subcommittee was formed to work on this. We met once and presented the skeleton for the online resource at our last SEAC meeting (Feb. 9<sup>th</sup>) for their input and feedback. Kathy MacDonald, Kymberley Morin, and Eleanor O'Neill are working on developing this resource. Once this will be done, a poster will be created to hand out to parents and staff.

- Schools should inform parents and the community of the services available to respond to the needs of students with different profiles such as nurturing support centres, engine/motor rooms, professionals on staff, etc. We recommend that schools dedicate a section of their websites to make this information easily accessible and keep it up to date.

This recommendation was shared with school principals in June. All are in agreement that this should be done but unfortunately with all that is being asked

of our school teams in these COVID times, it has not yet been done. It is not forgotten. This will also be part of the SEAC online resource.

- Schools must ensure that parents know who to communicate with depending on the circumstances. Parents need to know under which circumstances they need to reach out to the school principal, the teacher, the aide, etc. This process should be shared early on in the school year to ensure that people have the information they need in order to best meet the needs of the special needs students.

This recommendation was shared with school principals. We will also include this piece of information in our SEAC brochure.

- Using a standardized form for parents to communicate information regarding the profile of their child. This could include the child's strengths, needs, interests, possible triggers, interventions that work, interventions to avoid, sensory needs, etc.

This is something we will be working on with our Special Education Parity Committee based on what is already used in schools. We do not wish to reinvent the wheel but rather base our work on best practices already in place in our schools. We will begin our work in spring.

- When posting support staff positions (HSA/SET) for complex student cases, include a description of the needs of the child so that the person who takes the position knows what type of student they will be working with.

This is already a practice that has been in place for a few years. However, it could be used more. We will keep on reminding principals to do so.

- Provide consistent aides to students. As much as possible, limit the number of aides working with a student, so that they have less transitions during the day, and allow the same aide to work with students over the years.

This is a recommendation that has been shared with principals and all agree on the importance of stability and consistency during the day. An effort is made in that sense when principals build the schedules HSAs and SETs. The hiring process based on the collective agreement does not allow us to ensure that the same aides are in place for specific students from one year to the other. It may or may not be the case depending on the postings and who applies based on the priority list.

- Build partnerships with local institutions such as Bishop's University's School of Education to make information on various conditions such as autism, ADHD and other learning difficulties easily available to ETSB support staff and teachers. For example, the Learning Differences course offered at Bishop's each year ends with a conference where the students present a poster and pamphlet on the literature reviews they have undertaken to better understand a particular learning difference."

This has not been done yet.

- Ensure that accommodations are shared with all staff, not just the teachers and aides involved with the student.

This has not yet been addressed other than having been shared with principals.

- Online learning is challenging for special needs students. Expectations for special education students must be different than for students without such challenges.  
As all other recommendations, this too was shared with our principals. A reminder was made to all management when we went online after the Holidays.
- For all issues that are discussed at the DC level, we urge you to remember the needs and challenges of special needs students.  
The needs and challenges of our students with special needs is always at the forefront of our discussions at the DC level. We are all very conscious and concerned by this.
- Just as there are teacher mentorship that exists for other skill sets, such a program could be implemented for teaching special education students. We recommend that a session be offered to new HSAs and SETs every year in August to explain their roles and responsibilities.  
We have come to realize that August is not the best time to offer PD to new HSAs and SETs as they are not hired yet. Paraprofessionals on the priority list are hired around August 20<sup>th</sup>. The postings that are not filled on that day are posted the following day and then we have new people who may apply. However, this is certainly a need and it could be done in September. This year, it was offered at the October PD Day and it was well attended.

### **Organization of Professional Services**

Since our last meeting, Annie Asmar, psychoeducator at AGRHS, has resigned to go work in the adult sector. Michael Ouellet has been hired to replace her as a re-adaptation office as he is in the process of applying to become a member of the *Ordre des psychoéducateurs et psychoéducatrices du Québec*. Willow Burns has been hired as a re-education counsellor as she is in the process of becoming a member of the *Ordre des psychologues du Québec*.

We are still looking for 3 professionals:

- Psychologist
- Speech-Language Pathologist
- Psycho-Educator

### **PD Offer from Complementary Services 2021-2022**

Chart shared

### **Allocation of Support Staff Hours for 2022-2023**

Chart shared.

A change from last year is proposed for our code 50-C1. Instead of 8 HSA hours we would provide the same support as for Cycle 2 students, which is 4 HSA and 4 SET hours.

The proposed basic allocation is approved unanimously.

### **DSPU Estrie Survey: The effects of the pandemic on the mental health of our youth (12-25 years old)**

Emmanuelle shared the highlights and proposed solutions from the survey that was conducted by DSPU and the Université de Sherbrooke on the mental health of 12-25 year-olds. The PowerPoint presentation will be shared with all members by email. Members may share it with their teams as they see fit. It has already been presented to school principals and will be shared with the CES team professionals on March 17<sup>th</sup>. Megan asked if it will be shared with the council of commissioners. Emmanuelle will bring it up at the next DC meeting to see if it could be added to the agenda of an upcoming meeting.

### **Stabilité des équipes-école et soutien à la composition de la classe (Jeff Pauw)**

Jeff Pauw consulted our committee on how to use the new monies dedicated to supporting school teams from the elementary sector by adding teachers and resource teachers. We could hire professionals and paraprofessionals if we have difficulty finding qualified teachers. It was proposed that a subcommittee meet to make a plan that would be presented at an Emergency Board Level Special Education Parity Committee meeting before the beginning of April for their feedback and approval. We believe it is important to plan how these monies will be spent in order to get the most out of it. Monies were granted for the 21-22 and 22-23 school years. Monies not spent in 21-22 can be carried over to the 22-23 school year. We believe ETSB would get about \$500 000 but this amount remains to be confirmed upon the reception of the budgetary rules.

Emmanuelle will reach out to all committee members to ask who would like to take part in this working committee and then send a Doodle to set a date a time for an emergency meeting.

Some monies will also be granted to the adult education sector.

- Vocational Education: \$7 810
- Adult Education: \$6 115

### **Allocation : Stabilité des Équipe-école et soutien à la composition de la classe**

A subcommittee was formed following our February 18<sup>th</sup> meeting. The members of the subcommittee were Phil Cannon, Megan Seline, Catherine Boisclair, Julie Edwards, Emmanuelle Gaudet, and Jeff Pauw.

The subcommittee met on March 7<sup>th</sup> to brainstorm ideas on how to distribute the monies that are part of the new collective agreement (Stabilité des Équipes-école et soutien à la composition de la classe).

The proposal that the subcommittee wishes to present to the Board Level Special Education Parity Committee for approval is as follows:

Chart shared.

Todd Smith made a motion to approve the proposal. The motion was seconded by Dawn Irving. All in favour.

### **Special Needs Tour**

Megan Seline, Joanne Tanguay, Catherine Boisclair, Emmanuelle Gaudet and Julie Edwards presented online on 3 different occasions (April 5<sup>th</sup>, 21<sup>st</sup>, and

25<sup>th</sup>). The feedback received was mainly positive. Some participants wanted more information about the role of HSA-SET when working with students with behavioural difficulties and with students at the secondary school level. A subcommittee will be formed next year to review the “Partners in Education” document. The Special Needs Tour is a something that should take place on a yearly basis in the same format as this year (online and offered on different dates to provide choice).

### **Session for New HSAs and SETs**

We had originally planned to hold a session on October 14, 2022 but now that the staffing session will be taking place early July we will look at the possibility of offering it sooner in the school year. The first pedagogical day in September may be a good day for that.

### **SMART IEPs**

A guide on SMART IEPs was developed through a PDIG led by Kymberley Morin. It will be shared in the system in 2022-2023. Information sessions led by our special education consultant will be offered twice during the 2022-2023 school year, once in November and again in February. Our target audience will be administrators, teachers, paraprofessionals, and professionals.

### **Sonia Lupien**

A request was made to Central PIC. Central PIC does not have sufficient funds to cover the cost of a session with Sonia Lupien. Marty Roberts from the ATA executive brought it to attention of the QPAT Convention committee who is considering it for the 2023 convention.

As for ETSB, Megan suggested that we look at the possibility of combining different funds available at the school board level to invite her to give a presentation.

### **SEAC Recommendations to the DG – Update**

Work in progress:

Special Education Google Site

Student Profile – Information Sheet for Parents

Ongoing:

PD opportunities for paraprofessionals

Description of needs on postings for paraprofessionals

Consistency throughout the day in people working with students with special needs

### **Organization of Professional Services**

Sick Leaves

- Vicky Cotnoir
  - Emmalie Filion
- Maternity Leave

- Nadia Gagnon-Houle replaced by Tina Tran  
Loan of Service
- Kymberley Morin, VP at AGRHS May 16<sup>th</sup> to June 30<sup>th</sup> **Vacant Positions**
- Psychoeducator at AGRHS (100%)
- Psychoeducator in Massey Vanier sector feeder schools (100% - 40% regular + 60% supernumerary)
- Psychologist Alexander Galt feeder schools + Mobile Team (100%)
- Re-adaptation Officer at AGRHS and feeder schools (100%) - supernumerary
- Re-adaptation Officer at AGRHS and RRHS (60%) – supernumerary
- Guidance Counsellor at AGRHS (20%) – replacement

### **Coded Students June 2021 & Coded Students June 2022**

Chart shared.

### **Internal Code Audit**

Chart shared.

### **Extra Temporary Hours 2021-2022**

Chart shared.

### **Home Services Hours 2021-2022**

Chart shared.

### **6.5. IEP Release Days**

Emmanuelle presented the information as of June 1, 2022. An update will be presented at our September meeting.

Chart shared.

### **Support Staff Allocation for 2022-2023**

Chart shared.

Motion: We approve the proposal as presented. In exceptional cases, principals could adjust the hours by trading SET for HSA hours (1 for 1) in conjunction with Emmanuelle and Jeff. It is very important to encourage HSAs to get their SET qualification since ETSB is moving towards allocating more SET hours to best respond to the needs of our students.

Results: 8 in favour, 0 opposed, 4 abstained. The motion was approved.

## **SPECIAL EDUCATION TEACHER PARITY ADVISORY COMMITTEE**

### **Snapverter Extension (Frederic Noirfalise)**

Eleanor O'Neill has been hired as consultant for the integration of technology dossier. She started at the beginning of January. She is, among other things, preparing tutorials and videos. Frederic reported that we can see at the board level that the Snapverter app is used in several schools. It is available for all users with an edu email address. He assured us that the board will continue

providing this tool to all our students and staff as we will continue using Google tools such as Read&Write, Snapverter, and other ones available to us.

### **Academic Career Guidance Content (ACGC) (Frederic Noirfalise)**

ACGC has been deployed in schools for several years now. A gradual implementation took place from grade 5 to secondary 5. There was support offered from the MEQ to implement ACGC in schools, but this support will end this year because the gradual implementation phase finishes in June 2022.

Marie Thibault is part of a committee at the ministry level which created resources for school teams. She created a Google Drive to store and share resources with school teams from the elementary and secondary levels. Secondary schools were asked to put in place an ACGC committee. School teams will or have come to realize that most contents are already covered in class either by teachers or with the help and support of guidance counsellors. The school based ACGC committees must identify which content is covered at which level and in which subject.

In elementary schools, the integration of ACGC represents a few hours per year in grades 5 and 6.

### **Central Transition Committee (Frederic Noirfalise)**

Just before the pandemic, we put together a committee at the board level composed of administrators and professionals from youth and adult sectors. We look at the different pathways available to our students and aim to encourage students and parents to accept that there are multiple pathways to success. When looking into this we came to realize that our own employees, mainly Kindergarten to secondary 3 teachers and educators are not aware of the different pathways and their prerequisites. One of our goals is for every stakeholder from the school board to be aware and understand the different pathways.

The pandemic slowed down our work. We are starting to look at data to track at-risk students early on by first of all identifying risk factors and then tracking students early on who have said risk factors. We are hoping to reduce the number of the students not graduating or not getting a certification.

We are reaching to each student individually who has dropped out to find out what did not work for them and to offer to help them get back on track by offering services in the adult sector. This was first done by people from secondary schools and then a team from the adult sector took over. They are tallying the reasons that led the students to drop out in order to improve our practices.

Todd suggested that a package be created for students who voice wanting to drop out: adult education offer of service, vocational education offer of service, distance learning, eligibility to pursue studies in the youth sector, etc. It was suggested that we could build such a package around the reasons why they left based on the findings of the team of people reaching to former students who have dropped out.

We are also reaching out and collecting success stories of students from all possible pathways. These stories are shared in the community to encourage students and their families as well as show the many different ways in which students can be successful.

### **Dona – Copibec (Frederic Noirfalise)**

This is a web-based tool associated to Copibec to download electronic copies of textbooks. Everyone with a work email address can access it. However, Dona asks principals for their authorization. Frederic is looking at finding ways of covering the costs of digital books centrally.

There are very little English resources available but we can make requests and they look into finding the resources we are requesting. At the moment their digital books are compatible with different tools, but not Read & Write. Fred has asked them to make their digital resources compatible with Read & Write.

Todd suggested that there be a designated person at each school for the Dona dossier to get authorization privileges. Frederic will bring it up at principals' meeting to identify a main Dona user for each school to be able to authorize purchases. School principals would also have the authorization privileges of course.

Costs for digital books are very low - around 6\$ per book.

Emmanuelle will ask Kymberley to connect with Fred to include this as a topic of information in an upcoming resource teacher meeting.

### **Consultation – Student Profile**

This was part of the SEAC recommendations to the DG presented in June 2021. It is something we will be working on with our Board Level Special Education Parity Committee based on what is already used in schools. We do not wish to reinvent the wheel but rather base our work on best practices already in place in our schools. We will begin our work in spring.

### **Professionals in Schools**

Since our last meeting, Annie Asmar, psychoeducator at AGRHS, has resigned to go work in the adult sector. Michael Ouellet has been hired to replace her as a re-adaptation office as he is in the process of applying to become a member of the *Ordre des psychoéducateurs et psychoéducatrices du Québec*. Willow Burns has been hired as a re-education counsellor as she is in the process of becoming a member of the *Ordre des psychologies du Québec*.

We are still looking for 3 professionals:

- Psychologist
- Speech-Language Pathologist
- Psychoeducator

### **Upcoming Professional Development Opportunities**



March 25th: DYSLEXIA IN THE CONTEXT OF NORMAL WRITTEN LANGUAGE DEVELOPMENT presented by Nathalie Paquin and Nathania Caron, speech-language pathologists.

June 28th: LEARNING TO READ, THE BIG PICTURE presented by Marine Delis, pedagogical consultant, and Lindsay Giberson, speech-language pathologist.

### **Safe School Process Presentation at WES**

Emmanuelle gave a presentation to the WES staff on Wednesday, January 12<sup>th</sup>. It was well attended by teachers and paraprofessionals.

### **ALDI-QPAT Role of Elementary Remedial Teacher**

We will be using our own ETSB guidelines such as many other school boards who have developed their own guidelines. There are still issues that remain to be addressed at the HR table, provincially speaking.

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

Phil shared information from the three meetings he has attended so far this year.

#### September 2021 Meeting - Highlights

\*Key problematic areas:

-Classroom composition, IEPs, Resource, and organization of services were identified and discussed. Committee members shared examples of what they are experiencing at the school level. There are issues that need to be discussed at the local and provincial level.

\*QPAT highlighted their meetings with WQSB and ETSB:

-Regarding the role of a remedial teacher, with the help of ALDI, a document was prepared that explained the role of a remedial teacher. There have been consultations with the ministry and school boards and the document should be available soon. A document for high school supporting teachers is in the process of being developed as well. These documents should clarify the difference between the two roles

-Terminology and role definitions/titles, teaching categories varying from school board to school board. Teaching categories linked to local agreements making it difficult to uniformize.

-Creating new titles, names

#### October 2021 Meeting - Highlights

\*Project 294

-Committee explained that information was shared with local union presidents. There has been a change in the process with how students are being coded and the validation process. The purpose of this project is to look at a new model for financing special needs. The Ministry consultation process hasn't started.

\*2021-2022 Ministry Funding for Special Needs

-Ministry funding will remain the same as last year, including temporary codes. Funding is based on data from 2015-2018 (indexed). This method of funding will remain in place until Project 294 is in effect.

-Phil asked about the code 99 and if there will be a change as to which students it applies to so students with mental health issues could also benefit from the code. They hadn't heard about any changes, but they could try to get more info through GCAS.

#### December 2021 Meeting - Highlights

-QPAT secured a meeting with DAS and DSREA on December 10, 2021, to go over our special needs survey results. They've received the summary report of our surveys.

#### \*IEP Practices in Schools vs. 8-9.08 of CA

-The quality of IEPs and their abundance is a topic to be further discussed with the government. ALDI and QPAT are planning on creating a support document. IEPs should reflect the: QEP/Progressions of learning, the Framework for Evaluation, and the student confidential file.

#### \*A discussion about issues pertaining to IEPs followed:

- Teachers lack information about student diagnosis, lack access to reports
  - Modification and adaptation still not clear
  - When to have students assessed by an in-school professional
  - IEPs being created because parents ask for them
  - Teachers lacking IEP training
  - Removing IEPs prematurely because student is showing success
  - Platforms/forms used for IEPs, not all school boards are using the ministry form (WQSB, RSB, EMSB, Littoral, ESSB use their own forms)
  - ISM switching to Mozaik in 2023-2024 making IEPs available to parents
- Bill 9, a Bill to reform the Student Ombudsman to better deal with student complaints in schools, was briefly discussed. This bill is still in consultation.

#### **Contingency Plans – Professionals**

Since our return in January every school as well as the school board must have in place a contingency plan in order to be ready to face staff shortage in schools due to COVID related absences. Ten professionals have volunteered to do supply work in our schools. This information has been shared with all principals. Of course, as our students need the support of professionals, they are to be used as supply teachers only as a last resort.

#### **SEAC Brochure**

SEAC has decided to create a SEAC digital resource in which information on IEPs will be included. However, they believe that there is more information to share with parents than solely IEPs. They wish to have an online resource that will include links to access deeper content. A subcommittee was formed to work

on this. We met once and presented the skeleton for the online resource at our last SEAC meeting (Feb. 9<sup>th</sup>) for their input and feedback. Kathy MacDonald, Kymberley Morin, and Eleanor O'Neill are working on developing this resource. Once this will be done, a poster will be created to hand out to parents and staff.

## **VARIA**

Megan mentioned that there is a changeover in personnel at QPAT. A new person at QPAT is reaching out to all union representatives to find out how Board Level Special Education Parity Committees are functioning in each school board. Megan mentioned that her answers for ETSB are all positive. Furthermore, it seems like we might be the only school board with a Special Education Teacher Advisory Committee. He was impressed with the fact that we have such a committee in place and with the topics that are brought up and discussed at this committee.

## **Consultation – Student Profile**

This topic comes from the SEAC Recommendations to the DG which were submitted in June 2021. One recommendation was to develop a common document for parents to share information regarding their child, which the school would need to ensure that the necessary support is put in place for a successful integration in school. We looked at two documents that are currently used at ETSB schools.

The following suggestions were made:

Working from LES document

Could use the intro from KA

Abbreviations – make them known CRE, IBI etc.

LES form question 6 – get rid of etc. add options and say such as...

LES form question 8 – add other tools

LES form question 10 – add K4

We like the title and formatting of the LES document

Make the form bilingual

Use gender neutral pronouns

Add social pediatrics to services and external partners.

Add Intervention Plan with CSSS or CRE

Limit the amount of text

This document would be used as a screening tool to determine for which students a meeting in person should be planned with the school team (admin, resource teachers, professionals), parents, external partners in May or June to plan the integration.

Should add “thank you for sharing - this information will help us to establish a plan to ensure the successful integration of your child” at the end of document.

Should include questions specific to language or other areas of difficulty to identify professionals who will attend planning meetings

Make sure it is clear that this is meant to help the school better understand the needs and strengths of the child and ensure all is in place early on to ensure success.

Add: I am not aware of any difficulty

External partners – Add contact person

Need for conversation with secretaries on how to present document when registering a student to school.

These forms could be brought to the local site based committees to screen and plan meetings. This could be added to local site based special needs committee document for tasks to do in the months of April-May.

Todd asked if Diane would be willing to share MVHS' screening document for new registrations. Diane will email it to him.

### **Professionals in Schools**

Nikki Moar, spiritual care & guidance, & community involvement animator at MVHS has resigned. We have posted her position on our website.

Nadia Gagnon Houle, occupational therapist in the Massey Vanier feeder schools, is leaving on maternity leave. Her last day will be on April 7<sup>th</sup>. We hired Tina Tran to replace her. She will start working full time on May 3<sup>rd</sup> once her studies will be completed. She was Nadia's stagiaire in the fall so she knows our system and the mandate associated to the position. Rachel Lassenba has agreed to be available to support her on a regular basis.

### **SEAC Brochure – Special Education Google Site**

Kymberley Morin, Eleanor O'Neill, and Kathy MacDonald have worked on developing a Google Site. The site will be shown to SEAC members at our next meeting for their feedback as this comes from one of their recommendations to the DG.

We looked at the site and feedback was shared:

- Beautiful website
- Add modification vs adaption
- Add cheat sheet with acronyms
- Shorten text and add "Learn more button" to access more detailed content.

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

Phil reported the following:

#### A) Right of refusal

A discussion about a teacher's legal right to exercise their Right of Refusal when their safety is in jeopardy at work ensued. This legal process comes from Les Normes du Travail. If a school or school board can not find a solution to a dangerous situation for a teacher, a teacher may seek support from their local union and CNESST if need be.

#### B) Interventions underway – update

• Sébastien Joly and A-M. Rheubottom had a meeting with the ministry (DAS - DSREA) on December 10, 2021, to present and discuss the results of the QPAT special needs surveys of 2019 and 2020. The ministry was very receptive and healthy discussion about problematics related to support and services for students with special needs ensued. The ministry is aware of the quantity of

IEPs. Adult Education and Vocational Education's lack of support was mentioned. QPAT is preparing to survey these groups.

- Heather Scott (ALDI) and A-M. Rheubottom held a Q&A session for the provincial remedial teacher doc that was recently created. Based on the questions received, it's clear that the learning support is not happening the way it should be.
- Following the Q&A session, H. Scott and A-M. Rheubottom created a presentation for LCEEQ. It took place on Jan 13, 2022. The document was well received by the committee. The LCEEQ minutes reflect the concerns raised by A-M. Rheubottom and recommendations made by the committee are posted on the LCEEQ website.
- The Role of the Remedial Teacher doc has been translated and is being reviewed by the ministry's translation services.
- Sebastien and A.M. met with ESTA on January 27, 2022, to go over their special needs survey results.
- Role of the high school supporting teacher doc is progressing and being revised. We want to highlight the difference between a remedial teacher and support teacher. Next meeting in April.

#### C) GCAS –meeting of February 16, 2022

For the meeting on Feb 16, 2022, there was a presentation on differentiation. Teacher unions raised the concern that support for teachers and students is needed in the classrooms for differentiation to work effectively. The notion that teachers can handle differentiation is unrealistic. Another concern raised was what should look like in relation to the expectations of the QEP. "modified assessment" looks like. Next meeting: May 25, 2022.

#### D) Teacher Council –sharing of items for consultation

Members were asked to share docs related to the Teacher Council and items that are for consultation. Members were also encouraged to send their school board special-ed policies for discussion at the next meeting.

#### E) IEPs and 8-9.06, 8-9.07, 8-9.08 of CA

Two provincial committees are now in effect, two inter-rondes committees. The committees are meeting for pre-negotiation purposes. One committee concerns class composition and the other one concerns article 8-9.00 of the Provincial Collective Agreement. Both committees consist of members of the QPAT professional staff and the CPNCA. The committees are meeting periodically to

- discuss problems and to look at possible solutions related to class composition and article 8-9.00.
- A.-M. Rheubottom asked members about the procedure teachers use in school boards to report a student having difficulties to the administration.

F) Procedures for teachers to report violence/aggression carried out by students with special needs

A discussion about the procedures in place at schools for teachers to report violence and aggression carried out by students with special needs was had.

## **Resource Teacher Summer Institute**

The project has been approved by the DG table so it will be taking place this summer. More information will be shared soon with our resource teachers. Will be taking place in early July.

Emmanuelle will ask if it could be recorded.

### **Waterloo**

Megan Seline added this point as she is trying to support WES as best as possible regarding the support offered to students with special needs. Concerns were expressed about the number of teachers who have resource in their workload as well as the replacement of several teachers and paraprofessionals who are currently out of school.

It was suggested that this be brought up that a Local Site Based Special Needs committee meeting where members would talk about their allocation and how to best respond to the needs according to the current context (absenteeism from teachers and support staff).

### **VARIA**

- Sonia Lupien: Marty Roberst will be bringing this up to the QPAT conference committee to see if she could present at the preconvention next October and offer a session during the convention. We thank Todd Smith for all the work he has done to find the information pertaining to this possible presentation.
- A template for an Action Plan for preschool (K4 and K5) is being developed by Phil Cannon and Morgan Gage. Phil will share it with us when ready.
- Phil Cannon is also working on a bilingual action plan template. He will present it to this committee at our next meeting in June.

### **Student Profile**

We gathered the feedback of different stakeholders at school board. We will adjust the document based on the feedback. We are aiming at having this in place for the next registration period.

### **Special Education Website**

We updated the Google Site based on the feedback received from different groups of stakeholders at the ETSB. The request has been made to link it to our ETSB website. It should be up and running by August 2022. The next step will be to advertise the site in our ETSB community to ensure that parents are aware of its existence and refer to it.

### **Resource Teacher Summer Institute**

The invitation was sent out. Tina and Todd registered to attend. We are looking forward to hearing the participants' feedback.

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

a) Interventions Underway – Update

A.-M. Rheubottom explained that they met with the CPNCA for the inter-round negotiation committee. Huge discussion about IEPs and issues related to it.

Meeting on April 26 is upcoming. More discussion about IEPs. School board and school committees will be discussed as well.

b) GCAS –Meeting of May 25, 2022

Will be discussed in the next meeting of the 2022-2023 school year. No agenda is available yet.

c) Procedures for teachers to report violence/aggression carried out by students with special needs:

An article concerning violence carried out by students was shared with members.

[https://www.ledroit.com/2022/04/07/la-banalisation-doit-cesser-plaide-le-syndicat-30e9ee05dc584b3c0595ee325994dc48?fbclid=IwAR1pk-zc6PfkeWfThtYDNj0hvA1kbcT7\\_rC\\_-\\_d3xh\\_qc9nYpLSxkVD9D1o](https://www.ledroit.com/2022/04/07/la-banalisation-doit-cesser-plaide-le-syndicat-30e9ee05dc584b3c0595ee325994dc48?fbclid=IwAR1pk-zc6PfkeWfThtYDNj0hvA1kbcT7_rC_-_d3xh_qc9nYpLSxkVD9D1o)

a) Current Special Education Policies Used by School Boards

Many members sent in their school board's Special Needs policies. Folders were created

for each local in the committee folder. This document is important, because it's the foundation of what's happening in our schools with expectation and roles, also the services delivered. It can be a very useful tool. All policies received are outdated. Not up to date with the collective agreement, Education Act, MEQ documents. Some contain inaccurate information. Some refer to action plans. Some appear to refer to teachers being the only ones responsible for the IEPs. Documents were shared with the members to highlight some of the inaccuracies and missing information.

A discussion about special needs policies in place at school boards ensued. The following issues were shared:

- Accessibility of documents on school board websites
- 10 communications for IEPs on top of already established communications (reporting, parent interviews) – adding to workload
- Roles of various individuals (Principal, teachers, remedial/supporting teachers, parents, aides...) need to be included in policies keeping in mind consultation and collective agreements
- Use of Mozaik for IEPs and school boards that have developed their own IEPs • School board accountability and outdated policies
- Importance of including Adult Ed. in policies
- Support for local unions regarding consultation and updating policies, what it should look like
- Possible changes to CA (8-9.00) in next round of negotiations
- SEAC and the push from parents where IEPs are concerned. Asking teachers to do more and more
- The need for a recommendation to update special needs policies in school boards so teachers feel protected and supported

The committee put forth a recommendation to the QPAT Executive Committee: THAT QPAT explores ways to update current special needs policies by making recommendations and supporting local unions upon request.

b) QPAT CONVENTION WORKSHOP

Suggestion for presentation by Sonia Lupien who focuses on neuroscience. ATA rep will

be bringing this up to the convention committee to recommend if she can present at the pre-convention.

Next Convention Committee meeting is on May 13, 2022.

### c) COLLABORATION BETWEEN CLASSROOM TEACHERS AND REMEDIAL TEACHER

Some workshops are only offered to remedial teachers. The classroom teachers are interested to have this info shared with them also. Classroom teachers included in these workshops.

Teachers should let their PD interests be known to the school administrator, school board. Teachers do have a say in their PD.

M. Massarelli shared infographic produced by LTU:

<https://www.ltu.ca/infographics/>

B. Benoit shared link: <https://dibels.uoregon.edu/>

Teachers should be critical of tools they are being asked to use to assess students.

At our last QPAT Special Needs Committee meeting, the committee put forth a recommendation (motion) regarding the updating of school board special needs policies. The motion was presented, discussed (reworded), and carried at the last QPAT Executive meeting on April 25, 2022.

As I had mentioned in our meeting, the wording of the motion could/did change with the input of the QPAT Executive committee members:

Motion: *THAT QPAT explores ways to update current special needs policies by making*

*recommendations and supporting local unions upon request.*

The decision to update special education policies is a local (local union/school board) decision. QPAT Special Needs Committee members can speak to their local union about this and QPAT will provide support if it is requested by the local union.

### **IEP Software**

Todd presented the IEP template designed and used by New Frontiers School Board and inquired about the possibility of designing our own IEP template. This is something Emmanuelle was hoping to get done a few years ago but was told that ISM would soon be replaced by Mozaik. It was therefore not a good time to putting energies and monies in designing our own template knowing that a new platform and template was to come out soon. Emmanuelle will look to see when to expect a Mozaik IEP template.

Depending on the answer, we can see if we should look into the possibility of changing our template at ETSB.

### **IEPs in our Three Secondary Schools**

Megan wanted to get more information regarding the IEP process in our three secondary schools. It was brought to her attention that the AGRHS team is looking at a three-tier approach with IEPs which will be presented soon to school council. Julie shared how it is done at MVHS and Megan will look at our previous meeting notes to see how it is done at RRHS.



**Restraint Guidelines**

Phil was wondering if the Restraint Guidelines have been updated. They have not been updated. Again next year, Cathy Canzani and Tanis Moreland will present workshops for all staff members interested in Crisis Intervention Training. The same session will be offered twice over the course of the 2022-2023 school year as it was the case in 2021- 2022.

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

Phil shared two documents that he created with a colleague from Parkview Elementary School, Morgan Gage. People around the table were very interested in these documents and asked if he would share with others. Phil will send them to Emmanuelle who will share them with principals at the August principals' meeting.