

TEACHER ADVISORY COMMITTEE

J. Pauw, G. Gravel, S. Loach, L. Flynn, E. Lettner, C. Turgeon, G. Klinck, M. Seline, A. Corey, R. Niggebrugge

Consultants/Coordinator presentations:

Marie-Andrée Cloutier, Assistant Director, International Student Program

M-A. Cloutier briefly shared the highlights of the ISP program, now in its 11th year of existence. She explained the partnership ETSB has with NFSB in the recruitment and hosting of international students. While the program peaked at a total of 130 long-term students, they are anticipating 35 ETPs for the 2019-2020 school year, with approximately 60% of these students of Asian decent. The ETSB has seen an increase in the proportion of students we are welcoming from America and Europe. ETSB is also hosting short term groups of students, who are here to experience studying in our schools for a 3-5 day period, with the goal of welcoming them for a longer term study period in future years. The ETSB hosts its own homestay program. Two coordinators act as a link between the homes and schools and organize extra-curricular activities on a monthly basis. The program is currently developing an information booklet as a support to schools and would like to organize pre-arrival activities with schools, such as penpals or video productions to foster introductions between the host students and future international students.

Manon Lamothe, Pedagogical Consultant, Adult Sector (FGA)

This position was created in the fall of 2018. M. Lamothe worked 70% of her mandate Pedagogical Consultant between the two centres, supplemented with a 30% position at Job Lynks. M. Lamothe's primary goal was to foster an awareness of the offerings at the two adult centres. The clientele at CBM and New Horizons are quite different. The centres have developed partnerships with various groups (NeoCanadien, etc.) and have seen an increase in the student population. Through her work at Job Lynks, she has participated in job fairs with Emploi Quebec (including regional fairs) and has helped to set up FSL courses in the evenings with an offer of babysitting services. The two centres are also

developing partnerships with CLCs and are developing an offer of service for seasonal workers. This year, they are also offering courses during the summer period.

Cheryl Cantin, Math and Science Consultant, Youth Sector

Math Summer Institute: C.Cantin has played an instrumental role in the organization of the MSI, now welcoming its 5th cohort, with approximately 450 teachers from the nine English school boards participating at the beginning of August over a 3-year period– all expenses for the MSI are covered by LCEEQ and DSREA. . While the first three cohorts were mostly dedicated to elementary teachers, the two last cohorts have included a high school delegation. 10-15 teachers per cohort attend from ETSB and local support to participants is provided by our Math consultants throughout the year. Another project at the K-Cycle 1 levels (elementary) is focusing its attention on the use of technology to simplify tasks for teachers, by fostering the use of ipads in a formative manner to capture students' thinking on video. More work required (routines and training) to support students in sharing their thinking. The ETSB is currently conducting a Research Partnership with McGill University, in investigating the transition between elementary and high school, specifically in Mathematics. Student surveys are collecting affective data to see how students' attitudes towards Mathematics are influencing their success. Professional development is also being offered to all Cycle 3 teachers, targeting strategies that foster a conceptual understanding of mathematical concepts, with a focus on high leverage concepts, such as fractions, manipulatives, area-perimeter.

Kymerley Morin, Special Education Consultant, Youth Sector

Work-Orientated Path 2 profiles of students: PWT program are for those who haven't met the end of cycle III elementary requirements get a certificate in general employability – they can transition into the 2nd profile - semiskilled upon completion. The semi-skilled program can allow students who haven't met cycle I high school requirements to transition to adult ed. and bridge into vocational program.

CASP 6-15 The QEP is still available to these students but is usually exempt from subject-time allocation and follows a modified level of instruction. For CASP the subjects are supporting the 5 competencies that are linked to the life areas. Teachers choose the learning targets for students. The learning targets must be

transferable in real life as the goal is to take their place in society. Teachers have 2 years to evaluate the 5 competencies. Very selective of who participates in the CASP program which is for students with moderate to severe intellectual diagnosis. Nine schools have students following CASP or CHALLENGES programs, and 15 schools have been presented the CASP program or modified level of instruction.

Challenges 16-21 It is still a provisional program. To help students develop knowledge, skill and necessary attitudes to be autonomous and actively be a part of society. Progressive growth – takes place over 5 years and 5 phases. Phases do not represent years, but are in line with what student capabilities actually are. Phase 5 is very rare. The attestation is not contingent upon completion of the phases.

The government has opened up the three adapted programs to other students who are not diagnosed with a moderate, severe or profound intellectual disability but are not progressing in the main pathway regardless of all the support measures put in place. None of these programs were designed to be closed classrooms. That is a choice that is made at the board and school level. Each school will have their own model when a student is following CASP or CHALLENGES. In certain schools the resource teacher takes on students when they are not in the classroom. Who is responsible for evaluation or lesson plans? The teacher is responsible for the program with help from the resource teacher and the other supports throughout the system. The resource teacher will provide support to develop the education plan of the students as the needs of each student differs greatly. Is there an intention to have a meeting among the teachers? There is not, however; Kim will meet individually when asked. Usually, it is the resource teachers and at times with the presence of a professional such as a psycho-educator or SLP and the administration who receive training. Some admin wants all the staff to receive training, others want only the resource teacher. Kim has been consulting with a number of schools. Massey Vanier has a closed class setting for students following CHALLENGES or CASP.

Students who don't fit any of the above criteria for programs are usually modified. But you need to be careful about how to and how long to modify the program. You are supposed to look at the student profile and see exactly which subject's competency need to be modified. Students should not be in grade 3 doing the complete grade 2 math. There is a lot of confusion about modifying the curriculum. There is still the issue that many students are being pushed through and are not working at level. The knowledge of where students actually are in their learning and what level they are functioning at needs to be passed on from year to year.

ERC Concerns/Integration of Courses Phys Ed is mandatory for all students, including students participating in Concentration programs. ERC will be offered as a separate course in English at AGRHS for the 2019-2020 school year.

Bilingualism FSL (enrichi vs immersion) Immersion is available at the elementary level, while Français enrichi is offered at the high school level. M. Seline inquired as to whether teachers are to offer second language courses. Local universities offer a general Education program with a specialization in FSL.

Decentralization of Funds M. Seline enquired about decentralized measures. The families of decentralized measures have changed for 2019-2020. Many funds are now decentralized. While teachers are aware of these measures, the budget is discussed at school council and is adopted by the school's Governing Board. There are a variety of ways in which these funds are being used. Mesure 15028, dedicated to the implementation of extra-curricular activities, has been granted to MVHS, as it must reach 26% of our high school population. Moneys can also be used towards hiring a coordinator and providing late-bus transportation to students. An accountability report will be required.

Recess Period The law was passed on Wednesday, June 12th, 2019, mandating 2x20min rest periods, in the a.m. and p.m. These must be included between two academic periods. This will have an impact on transportation. An application for additional funding can be submitted for schools with less than 100 students.

Reading Testing There is no intention of dropping reading goals as students transition between Elementary and High School.

Special Programs Special programs, such as Work-Orientation programs, the Challenges program, Concomitance, etc., are available in high schools to meet the various needs of students. Course selection guides explaining these are available on the schools' websites. Complementary Services can be invited to present these programs to the TAC committee.

Sec I Western Sector Teachers are skeptical of the results of analysis of graduation rates between students attending Grade 7 at the elementary vs high school, considering a multitude of extraneous factors (no. of students with IEPs,

etc). Funding from MEES allows for classes as low as 6 students. Discussions surrounding the offer of Grade 7 in the elementary schools are usually held at Ed Services or Governance and Ethics sub- committees.

New Teachers F. Noirfalise, the new assistant director of Pedagogical Services, will spearhead this dossier in 2019- 2020. The Professional Partnership is one of J. Pauw's dossiers. At the Annual General Meeting, there was a "Get Connected" presentation. Julie Montpetit presented a new initiative to encourage teachers to share best practices online (QPAT website). A. Corey shared the Passions project at RRHS. At this point there is no action plan, but discussions are taking place with a view to building a proposal. M. Seline outlined the ATA's New Teachers' Dinner and what the Union is doing to support new teachers, including ETSB and ATA's Professional Partnership Program. There is something "brewing" at the Ministry level for new teachers, more information to follow as soon as we know more. The ETSB will send out a survey to find out what areas teachers would like training. A presentation will be available to new teachers at the Wellness Workshop. A suggestion was made that all schools should have a handbook to answer all the procedural questions that teachers need to know that are unique to each school.

Bill 21 The law was forced through last weekend. Disciplinary measures will be mandated for employees who do not respect the law. It only applies to teachers hired as of March 2019, as well as those who are promoted to administrative positions. It does not apply to support staff. While the ETSB does not agree with the law, it does not impact our teachers for the time being. Other Boards are more affected by the new law.

Formative Assessment : Evidence Based Project Training. – Common formative assessment encourages teachers to define essential knowledge and success criteria that students need to assimilate, as a means of providing purposeful instruction and collecting evidence of learning. This year, ETSB received a grant to release teams within our three high schools to participate in 3 days of training on Common Formative Assessment. The first session will be held on November 25th, 2019

Recess Periods – feedback Elementary there is a feeling that younger kids are exhausted, there is too and there may be a negative effect on kids with special needs. There are too many transitions, and that means that it takes more time to get ready to learn. Older kids seems to be okay at this time – winter will bring

other challenges. High school – Some busses are leaving as late as 4:30, 45 minutes after the end of classes.

Guideline on the Use of Computer and Electronic Devices All teachers should have signed a document informing them that, should they be on a leave of longer than 2 weeks, they need to return their device to the IT department. Some committee members did not receive the memo and E. Lettner will check with principals to see how the memo was dealt with.

PDRI The focus of PDRI is to link the use of technology to school success and prioritize the actions/investments to be taken in order to do so . ETSB will be meeting with groups to get a better understanding of the needs among groups. The plan needs to be ready by the end of December. Areas of focus might include Security of Information, and training on specific programs. Questions – what is working well in our schools, what do we need to work on? One issue: Voc. Ed. access to resources in western sector is via VdC. In general, Google apps are working well (classroom etc), iPads are ancient and do not work well, and there is a lack of access to audio books / digital textbooks for students who experience dyslexia, or who have difficulty reading. One major social concern around technology is the use of cellphones and their impact on student learning and social behaviour. At the same time, there are many students who are intrigued by tech and who want to explore tech possibilities. We also need to “refresh” our own tech capabilities from time to time.

Parent/Teacher Nights In order to help with the organization of the dates to allow for parents and teachers to attend the meetings, priority is given to elementary or high schools to choose dates on a rotating basis. This year, high schools got to choose first, next year elementary schools get priority.

START The Start Team was comprised of teacher/admin support teams who provided focused support to designated schools to help with the implementation of the reform. Schools established their own priorities, and change was measured based on pre-post surveys.

IEP's Is it the teacher's responsibility to be the IEP manager? Some teachers have been asked to complete a number of IEPs. Many teachers have no training and may not even teach the student, but are expected to follow up with their students throughout the year. At MVHS, IEPs are a group responsibility and meetings are managed by vice-principals and resource teachers who enter information electronically. This topic will be brought to Sp. Ed. meeting by Megan with further discussion to come. Kimberly Morin will come to the next meeting to discuss IEP management.

Modifying Students in Elementary School (French) Concerns were expressed about students who passed grade 6 French but whom are functioning at lower levels. The concern is that those students cannot be modified at the Sec. I level

and it may impact their ability to access WOTP programs. Another member mentioned that the expectations of the base level of functioning is different from school to school and there should be a common understanding of the essentials at each level. E. Lettner indicated that the Ministry is coming out with rubrics that will support a common understanding of the expectations at the Grade 6 level. E. Letner contacted the Ministry regarding the topic of modified programs for high school (Cycle 2) students. A student in a modified program should be placed in a local program. School should identify the goals and at what level the students are working at in the IEP. Grade 7 teachers feel they are getting students that are not at level and there is no indication in the IEP or modification on the report cards. The essential knowledge needs to be identified at Grade 7 and a vertical alignment between elementary and high school should be established. The school board is currently working on common essentials for Cycle 2 elementary.

Multi-Grade Classes The grant will come at the end of December 2019 or early January 2020 to be distributed to teachers teaching multi-level classes.

Mark Entry Deadline Because Term 2 is shorter in length, some teachers are having to input marks very early. What is the actual end date to input marks? The date is established by the school and should be discussed with School Council because there are a number of variables.

Guidelines on the Use of Computers and Electronic Devices the new forms have been shared with the principals.

LIFT/Passion/Piper Blocks St Francis: A common block for passions is available on a weekly basis and teachers choose which passion they wish to present at each term. In September they have a passion fair to introduce the ones that are offered and the students put down their preferences from 1-9, cycles are mixed. Sherbrooke Elementary also has option blocks that are mandatory for students. Teachers and students were not always placed in options that interested them. Cycles were not mixed. Massey Vanier has LIFT blocks designed to help students who may need extra academic support. In other schools, there are many clubs being offered at recess and during lunch hour. Richmond passion blocks – teachers choose their passion, students have a couple of weeks to explore the passion before deciding on one. Some teachers like it, others don't. These run concurrently with targeted remediation.

Educational Project/Action Plan Support the board has offered support to all schools to work on their Action Plan. The educational projects should be considered as living documents and the action plans should facilitate the monitoring of the educational projects.

Graduation/Success Rates, June 2019 The objective of the ETSB's Commitment to Success plan is to increase the diplomation and certification rate to 76.4% – The latest graduation statistics have indicated an increase in the

graduation rate (7-year cohort) to 74.4%. Another focus of the Commitment to Success Plan is to decrease the gap between girls and boy. There is still a 10 point gap between them that needs to be addressed. The Centre Directors and High School Principals will be meeting at an upcoming regional meeting to discuss how to meet the reach out to students at risk of dropping out.

RTI Symposium 35 teacher/admin teams attended the Solution Tree wired event from the ETSB.

Training for Substitutes Is it possible to have this? There are basic things that substitute teachers should have. This could maybe be done in conjunction with a new teacher initiative.

Definitions: Encadrement, Remediation, Resource – Encadrement and remediation have definitions; what is the definition of resource? There is none defined in the collective agreement.

Student access to marks Students had access to their marks while teachers were entering these at the end of Term 1. This function has now been deactivated.

C1 Math Some consider this competency in Math as a comprehension test. This competency is defined by the Ministry of Education, but the consultants can offer support to help scaffold the process. Teachers express their frustration that the students do not have the cognitive capacities to do multiple step problems. High school teachers feel that students are arriving in high school with a deficit in basic Math skills. ETSB is not mandating summative exams in Problem Solving.

Sexuality Education Course What paperwork must be submitted by the teacher at the end of the year? There is a template to track what teachers are doing in the event that a school is asked to report. The government seems to be realigning the course to be attached to a specific subject - ERC.

Joyful Literacy In theory the joyful literacy practice is great. It is about testing through observation so it should not entail more work. The teachers don't have all the materials and resources necessary to do the games that will evaluate their learning so it is taking a lot of time to prepare these. Teachers can share their questions or concerns with Marina Delis or Stephanie McCully. 5 pilot schools have volunteered to try this formative approach out with students within a PLC framework. The aim of this initiative is to have a majority of students reading at level by Grade 3.

Report Card Comments Is there a guideline to follow? Comments are a means of informing parents of their child's development. Areas of strength and what to work on could be included to inform parents of what their child's grade reflects.

Grading Has to be a reflection of the competencies attained. There are no minimum or maximum grades. Evaluation should be conducted and over a number of assignments.

Standards and Procedures The ability to evaluate only certain competencies at a given term is possible, but this should be mentioned in the school's Standards and Procedures. This document should go out to parents in October.

UDL This is a priority in a particular school and it appears to be affecting the organization of resource and blocking. UDL is a best practice to meet the needs and strengths of all students (Response to Intervention, Tier 1). This year, ETSB's focus for professional development on the PLC roadmap is on Formative Assessment.

ADULT SECTOR

CBM Entente The Adult Centre (FGA) will be dissociated from CSVDC at the end of June 2019. This does not apply to Vocational Education (still in negotiations). Agreements in principle have been reached for Sutton and MVHS. Some space issues may affect the integrity of school. More time is required to build a sense of shared community between the French and English sectors – communication could also be improved.

Distance Education The long-term vision of distance education is to work in collaboration with the 2 adult centres, with a possibility of incorporating FP courses at a distance. This would serve to provide a variety of means to reach our student clientele, especially in far reaching areas, with the ultimate goal to increase the 7-year graduation cohort. This partnership is still at embryonic stage of development. The Distance Ed service has moved from the board office back to Cowansville. Distance Ed is a centralized service, but both centres were also offering in the past. It will now be amalgamated into one service that services all of the ETSB and Quebec. There will be a meeting with J. Pauw, M. Soucy and M.Seline regarding Distance Ed.

Night Classes – Teachers are concerned about the funding for ESL evening classes. Teachers are concerned because a deficit may impact other services offered to the students.

VOCATIONAL TRAINING SECTOR

LVTC Authorization Request ETSB will request authorization from the MEES to offer High Pressure Welding. Concern over the fact that English cards at CBM

are not being requested at the same time as programs are being requested by CSVDC. The following AEPs are also being considered: Bus drivers, Heavy Equipment Mechanics. These do not follow the same authorization procedures as DEP programs.

Individualized Programs Every department has different means of following students. While it is the best way to serve the Student population, it does represent increasing demands on teachers.

RAC There are several ETSB teachers on CDVDC's pay schedule that perform RAC duties.

November 22 – Wellness Workshop vs. Professional Development There is mandatory professional development offered on the same day as the Wellness workshop. Is it normal to have 6 mandatory workshops offered? Professional development is an investment, if it doesn't meet the needs of those involved, this should be discussed with management at the centre.

Authorization request at LVTC – New program requests have been made to the Ministry of Education. If these are authorized, the courses will need to be developed.

High Pressure welding at LVTC –LVTC has concluded an entente de service with New Frontier School Board to offer this program at its centre.

HEALTH AND SAFETY COMMITTEE

Megan Seline, Sylvie Fortier, Liane Flynn, Jeff Pauw, Wanda Cox Stefanie Perreault, Pierre-Andre Arel, Eric Plante

Wellness Workshops November 22nd has been set for wellness workshops. Morneau Shepell provides the ETSB with 2 one-hour seminars per year. Do we open up the seminars to all employee groups? We have a limit of 30 participants per session. The group reviewed the list of one-hour seminars. Activity can be supported through the local PIC committees. Can we broadcast over video-conference? 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.

Communication Protocol On our agenda, but have not moved forward during Kandy's absence since she was the one who spearheaded the idea. 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.

THI Survey The results of the survey are in but have not been analyzed in detail yet. Jeff presented some highlights. Work will be done in November. HR obtained a grant to do some work on Civility in the workplace and will report on at the next meeting. 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.

Students in teacher's cars Can a reminder be sent out to all staff? Jeff will speak to Eric again. 3.4 Information was shared with all Admin at the Management Meeting. What about adults? Professional standards would take place.

Sutton There are safety issues at Sutton Elementary. There are students who are violent towards staff. Teachers are saying these students need one on one support. They are saying that there are not enough resources available. A request was made from the Committee. This year, there have been additions of over 700 hours this year, and Sutton did receive more hours.

QPAT violence survey forwarded Megan shared the survey with the members and welcomed them to read the document.

ETSB / ATA report of violence form Megan received communication from an elementary teachers about verification of protocol. Student having a bad day and was threatening, (“I’m going to get you”). Teacher filled out a bullying form and admin told them it was not correct. Is there a form for this? What would it fall under?

Policies, procedures and forms Megan shared the information and forms that have been put together by QPAT looking for a common approach for all English boards. Please take a look and we can discuss at our next meeting. The ATA did a presentation to union reps on being proactive on violence in schools and centres (documents shared).

QPAT awareness campaign Posters and flyers prepared by QPAT and shared with members. Common approach is being taken for all English boards. Lots of discussion followed. Will be asking to post in a public place in the school.

Results from the workplace violence experience by teachers The document is available on the QPAT website and all are encouraged to take a look.

Conflict resolution in the workplace (November 7) Joint project for all 9 English boards (Union, School Boards, Administrators Association) on Conflict Resolution. Third session on Conflict Resolution. 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.

CBM Situation A situation occurred at CBM where cement was being cut in a manner that was contrary to safety standards. The argument was that there was no silica in the concrete or not. According to the contractor, there was no silica. Since the contractor is working for VDC, they will have to follow-up.

Mold and Air Quality When mold is present, what and who does what? When mold is found, an inspection occurs. Should a staff member discover something, they should report to principal. For air quality, are reports shared? Tests are very tricky to interpret. Tests are actually quite rare and would rely on visual inspections.

Procedure concerning the closing of buildings during inclement weather
The procedure was sent to all members of the committee.

Electric Lift A lift was used for cleaning and the employee did not feel comfortable since there was not training involved. If training is requested, it is possible to get the training done. Does not really happen often. Usually this type of work is related to a project and a company is hired.

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.

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.

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.

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.

CENTRAL PROFESSIONAL IMPROVEMENT COMMITTEE

Fred Noirfalise, Pierre-Andre Arel, Megan Seline, Jeffrey Pauw, Peter Maingot, Shanna Loach, Martin Roberts

Review of 2018 – 2019 Spending for the past year as follows:

To Spend: School PIC: \$132 305.06 Central PIC: \$18 111.59 Special Ed: \$28 112.89 Total: \$178 529.54

School PIC: \$65 832.23 Central PIC: \$22 606.89 Special Ed: \$19 867.43
Total: \$108 306.55

Parameters of the distribution of funds 2019 – 2020 The distribution of funds was discussed. Details on the amounts and source of funding was given. Are the amounts sufficient to meet the needs of the centres? The amounts are specified in the PIC booklet. The parameters for the distribution of the funds were reviewed. The committee agreed to continue with the same distribution as prior years. It was agreed to keep the distribution of funds as in previous years.

Procedures for accessing funds (review of booklet) The PIC booklet was updated for this year.

Applications for funding

Request for MV Science Teachers = \$7 055 Application to attend the NSTA National conference for Science Education in Boston in April 2020. It was agreed to support the activity to at total of \$4 000.00 (i.e. we will pay the registration and supply costs for 4 teachers).

Wellness Workshops – discussed at TAC and Health & Safety. Looking at expanding to include Support Staff and Professionals if interested. Event will take place on November 22nd possibly at Massey- Vanier. Other PIC committees have committed to the event. There was a very interesting presentation on Cannabis at LCEEQ which could be of interest. The respective PIC Committees will sponsor this event. More to follow. Feedback from the workshop – good turnout, went well, good variety. Some travelled from quite far away. Can something be done on a larger scale? Should a committee be set up for the future? It was decided that a committee could be set up involving representatives from all employment groups. Looking at the November planning day. Should be held centrally (PEES?). Discussion to continue.

Professional Partnership One request for support from a group of elementary math teachers to continue work following the summer institute on math. Although we could not support the entire request, we did grant 3 release days.

Congres AQEP Request from 6 teachers to attend the congress. Requested \$3 910.00, received \$2 400.00

Colloque 2019 Association des Orthopedagogues - Resource teacher requested to attend, received \$1 225.64

LCEEQ February 10th & 11th 2020 Three teachers from ADS requesting to attend Laval workshop. Requesting \$360.00 from central PIC. The rest of the costs are covered by school. It was agreed to support the request for a total of \$360.00 to attend the LCEEQ workshop. The Central PIC committee will prioritize LCEEQ workshops in the future due to their high value.

Modeling of Joyful Literacy & RTI Centres (WES) Release monies requested

so that MV feeder schools can release teachers to visit WES K and Cycle 1 classes. Would involve release of 6 – 9 teachers (\$2 400.00). Unanimously approved to support this exchange between schools and teachers for up to \$2 400.00.

Developing a sustainable FSL plan under the principles of UDL and Joyful Literacy C. Turgeon is requesting \$604.63 from Central PIC. The committee reviewed the criteria for the request. It was felt the to support the request, the workshop request should be in the form of an honorarium and any substitution for CT be provided by the school. The committee recommends supporting the request with up to a maximum of \$1 000.00.

New Teacher's Money What guidelines exist presently. As long as we support new teachers, it's really open ended. A handbook would be very useful, seem to need the most support at the very beginning. No perfect model but need to meet their needs.

Adult Centre Funds How do the adult sector funds get distributed? Adult Education Centres get the equivalent of 5 full time teachers; Vocational Training Centres get \$300 for each full-time equivalent teachers built into their base budget.

SPECIAL EDUCATION TEACHER PARITY ADVISORY COMMITTEE

Julie Edwards, Norma Humphrey, Emmanuelle Gaudet, Crystal Rattai, Laura Leblanc, Jeff Pauw, Phil Cannon, Megan Seline, Todd Smith, Dawn Irving, Chris McNab

Guest: Kymberley Morin – CASP and CHALLENGES Educational Programs

Kymberley Morin, special education consultant, made a presentation on the CASP and CHALLENGES programs. Her PowerPoint presentation will be shared with all committee members. Find below highlights from her presentation:

CASP is an adapted ministerial program designed to answer the needs of students between 6-15 with diagnosis of moderate to severe intellectual disabilities who are exempt from subject-time allocation, meaning they do not necessarily follow the same schedule as their peers but remain in the same grade level. MEES Pilot project allowing students without a diagnosis of intellectual disability (moderate or severe) to follow an adapted ministerial program designed for students with a moderate or severe intellectual disability is currently in progress. School team evaluates students who could potentially benefit from following CASP, CHALLENGES or program for the Profound and must submit names along with ETSB protocol to evaluate request to Complementary Services Director. CASP has now become an approved program. For French Subject content, you must refer to the French version of the program and take out the subject-specific content. QEP remains the program of choice for all students, including students with a code 24.

Competency-based program. It is more than a - life skills program. Evaluation is done- over six terms. All competencies need to be evaluated at the end of the two-year cycle or when the student is leaving elementary school to attend high school. Competencies to be evaluated for each term are part of norm and procedures. CASP is a competency-based program. For students who require

an alternative program to the QEP because the student isn't progressing even when the student has received regular and targeted interventions. It is up to the teacher to set the learning targets and the assessment methods. The program provides a framework and guidelines. A checklist will be available to help guide the evaluation by the end of the year.

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. 16-21-year-olds. Goal: Students need to be autonomous to the best of their abilities. To integrate and to participate in their community. Should not be teaching Religion and Moral Education, indicated in the annual directives.

There are five phases for the students. Some will not reach Phase 2. Work placement should be in the community, if possible, when a student is in Phase 5. TEVA transitions should be implemented to ensure students will receive services from community agencies, health and social services. TEVA should be implemented for all students following Challenges. Phase three (3): Should be going to the store and going into the community. Can they take the bus on their own? Task analysis is important. The requirements governing recommendations to issue an attestation of competencies are as follows: Students must have completed at least 900 hours of training for all of the

competencies under Section I – Basic Subjects. Students must have completed at least 1000 hours of training for both of the competencies under Section II – Social Integration. Depending on their abilities, they are in a phase, not age or time-specific. The IEP should detail the supports, year of challenges, work placements and support at the placement or in class should be in the IEP.

Challenges: mistranslation 1996. Not done being translated. Still preliminary. 16-21 year olds. 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.

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

Joyful Literacy Will be implemented in 5 pilot schools this year through the Early Intervention program, focusing on formative assessment. Pilot schools will test out the program to see what is working well and what needs to be tweaked. Will be implemented in all elementary schools next year. DRA will continue to be collected.

Watch Action Plan Emmanuelle will follow up with principals at the regional meetings.

Accommodations – Communication with Supply Teachers The SEAC committee presented their recommendations to the Interim Director General at their June meeting. One of their recommendations was regarding the need for supply teachers to be made aware of students who are entitled to specific accommodations. Ideas were brainstormed on how to share such information without breaching confidentiality. We want students to self-advocate, though this

might not always be a reliable or realistic option. Students are given a card with accommodations at the secondary level. A sheet of paper could be left by the classroom teacher to the supply teacher. Emmanuelle will bring this topic to the next principals 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 years: Basic allocation is given according to a formula. Since 2011, as per the collective agreement, there are 16.76 resource teachers at ETSB to be divided amongst the 20 elementary schools. Each high school is allocated 1 resource teacher. The formula is based on student population, the number of students with IEPs, the number of students with a code 12. .2 of an allocation is kept at the board to use as needed.

New Resource Teacher Training New to Resource Teacher training took place on September 23rd. Many new resource teachers. A lot of information was given. Presented the resource teacher handbook and the CASP/Challenges programs.

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 looked into before we can do this. 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.

VARIA Students with visual impairment could have access to digital copies of texts through COPIEBEC. Who is in charge of this? Frederick Noirfalise. It is the publisher's responsibility to make digital resources available. Digital workbooks and textbooks are more accessible at the secondary level than at the elementary level.

Positive Intervention 5 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.

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 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 that 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 behaviors 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 the 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. Emmanuelle will send the Home Services documentation to Megan.

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.

BOARD LEVEL SPECIAL EDUCATION PARITY COMMITTEE

Phil Cannon Julie Edwards, Norma Humphrey, Laura Leblanc, Megan Seline, Jeff Pauw, Catherine Boisclair-Richard, Crystal Rattai, Emmanuelle Gaudet, Wanda Cox, Dawn Irving

Stéphane Hamel – Consultation : Plan directeur en Ressources Informationnelles

New this year, the government is asking for a document for the IT department. This plan impacts everywhere. Complete an IT plan that measures risk. Creates a plan for the future: the IT contribution to the school board and how it adds value to the mission of the board. The steps taken to manage risk management and how schools evaluate success. Deadline December 31st. Need to survey all the people. Will need to go to Director General and the Commissioners for approval. Three Questions: 1. What works well. 2. What would need to be done to improve. 3. What is not being met. 5.1. Google Read and Write and the Google Ed platform is excellent. Pushing to accounts is great. Blocking sites, bandwidth use, distraction in classes. Specifically special education students. Parents concerned about technology use, concern about addiction to technology. Need for training, how to best use technology. New staff need emails quickly. Staff need devices quickly. Push for new IEP system: ISM is not good, user friendly, or respecting the confidentiality issues. ISM access during the summer.

Confidentiality issues: security of the Google cloud services. Help desk: ticket system is good. Cycle 1 Elementary school technology support needed. Support Staff will keep their new Chrome books technology: they need training with Chrome books. Student Files access for Homeroom teachers in GPI. The exam support system is improving. Mid-year training to the grade 6 students: offered,

but rarely done. Access to student files on ETSB platform is possible with request from the Principal. Comp. Services is working with IT to keep track of measure devices. Issue with getting software: Contact the help-desk for assistance on how to purchase software. Communicating technology changes. (Especially for things that impact Ministry Exams.) App – Stop and Focus. Helpdesk system is great. More training required. Waiting for things to get fixed. PD model mesure numérique (Jody) needs a change in the PD model opportunity for some to share best practices on how it is used to enhance teaching. All employees. Training needs regarding the capability of the Chormebooks. Include whether the student has a mesure device when doing the transition meeting.

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

Last year June Meeting, Kymberly Morin changed jobs, became Special Education Consultant. Centre of Excellence has been taken over by the Sarah Lynch is coordinated out of EMSB.

Support Staff Allocation August 21st at PEES for Staffing hiring session. Was Emmanuelle's first experience. Stressful day. Over a hundred people. Better at PEES so everyone had seats. Principals added more hours through decentralized grants. Decentralized grants and board positions were combined to make postings. Codes can be approved any time during the year. When a code is granted than hours are added. 50, 52 and 14 were granted more hours, from 5 hours to 6.5 hours. Support staff didn't like the lack of air conditioning. Desire for microphones and some difficulty seeing the screen. Bigger positions and more hours this year. There were 22 vacancies left over in the end. The board gets the same amount of money for special needs from year to year. Sel minimal de reussite, at the school and board level. All the other grants have been collected under one. Could be used to hire teachers or support staff. Ped Services and the board has been hiring professionals for K-2. Local schools determine how the grants are used.

Roles and Responsibilities Touring the schools to clarify the roles and responsibilities of the different people: teacher, union, support staff, complementary services and professionals. CES Intention is to do it every two

years. Done on a planning day - February 14th . Did it five or six years ago. Intended to, but have not done it since. Reviewed collective agreement, handbook for support staff. People asked questions. There were three presentations at high schools with feeder schools attending. Need a planning session prior to. Some changes in the collective agreements. All teachers went, invited all staff. Share information with principals.

New CES Team Professionals New people have been hired, part from local monies and part from the school board. Noemie Caya Psychoeducator, Vicky Cotnoir, adaptation office. Catherine Boisclair: Comp Services is looking for an SL-P, speech language. Louise Castonguay at Sutton working on Social Skills. Nathania Caron, new SLP. Fresh out of education. K4-2 offers OT to all the elementary schools. Tier 1: preventions, whole group support, help teachers, not for evaluations. Works with students. Chart available outlining where professional are assigned. .

IEP Release Monies Proposal 98, 915\$ for IEP release. Last year 95,000\$ Money divided amongst each school by number of IEPs in the school. 248\$ to replace teacher for the day. Chart outlining days per schools. Measure 15374 and Measure 15320: same thing. Can we see if the IEP release monies are used, if for IEPs, or for other special needs support releases?

IEP Dates Current IEPs need to be completed and signed by the end of Term 1. November 1st. December 2nd, IEPs need to be sent in to the School Board office. The School Board needs a signed paper copy sent to complementary services.

Coded Students Ministry codes are not given for life. Only provided if student requires sustained support. A code 33 for diabetes is provided because they need support controlling sugar level. The code can or should be removed if they no longer require support.

Positive Intervention Offer of Service from MSSS: Health Sector used to offer K services, stopped a year ago 'Fluppy.' Social Skills. Animated lessons. Provided support to families that wanted it. Health services is starting: Positive

Intervention. 4 year olds to 8 year olds. Support code of conducts, behaviour intervention plans, follows attachment theory. Positive relationships, but being gentle, but firm. The adult needs to be a caring alpha. They will come when requested. Supporting the staff. Request needs to come from the Principal. There is a new process, but it is a work in progress and can change. Drummondville is not part of the Estrie health district. There is a form to be filled out and it is on the Principal's portal.

Téléreadaptation It is possible. It is a way of offering services using technology from health services. Avoids travelling. Health services can provide support digitally. It's a confidential platform. PSI meeting. Not all of them can do this. Alternative to in-person meetings. Health workers could do digital observations or consultations. See seating arrangement, can provide direct interventions. Need to request the health counterpart initiate the request to use the technology.

Role and Responsibility: Teachers assigned to resource Was shared during resource teacher training and is part of the resource teacher handbook. At Galt, resource teacher role is divided amongst multiple people. How is this communicated to 'part-time' resource teacher. Discussion if students getting 'resource support' when you're dividing resource allocation amongst a number of teachers. It's not possible for all students in need to receive resource support needed. Focus on IEPs. Massey-Vanier: Lift program. Trying to do their best with not enough. A lot of support staff do resource like materials. Massey-Vanier has two resource teachers. They focus their efforts on Cycle 1. In Elementary Schools there is often a full time resource teacher. Opinion that a full time resource teacher is ideal. AGRHS had a meeting with all resource teachers. Cycle 2 students have study methods instead of option class. The resources teachers receive remedial math support in a resource centre. Students with a reduced work load and need a space to catch up on work in the resource. No full time resource teacher. 1 position is shared among 3 teachers. The goal is to follow an RTI model to have specialized teachers giving resource. Resource teacher deployment is different from Elementary school to Secondary schools. Do Principals share resource practice? Admin has been request a more collaborative method. Admin have not discussed school organizational methods

between each other.

IEP responsibilities - Round Table How are IEPs created and maintained in your schools? Massey-Vanier: It's the Principal and Vice-Principal's dossier that works with resource teacher. There are the experts in ISM. Makes sure the goals are SMART goals. Admin. Sits-in as many IEPs, certain people input the information. Teachers attend meetings. Teachers can update the goals. If there is a math goal they can update. Parkview: When IEP opened they meet with the parents. Resource teacher describes the IEP brochure. The resource teacher works with the teacher to create the IEPs. Resource teacher trains new teachers how to use ISM. Teachers are responsible for communicating to parents. AGRHS: 52% of the school has IEP (475/917)s. They 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 IEP meeting and checks all IEPs. Teachers contact parents. Often elementary teachers lead and organize the meeting, with some support from the resource teachers. Administrators are sometimes, but not always in the meeting.

Safe School: Violent students. Physically or verbally violent incidents. Can there be a form produced by ATA/Board to document violence in the schools. ATA has a reporting form to send to the president. Important to have a paper trail of information. Would be helpful information for everyone to have. Request for a common form, practice and procedure. The request for a common form: to raise awareness of violence, violent/verbally abusive parents/students/staff. A process to raise awareness to the board and the union to prevent escalation.

Safe School Policy The board does have a safe school analysis process. There was a committee to develop this process. The goal is, "what are the steps to be taken now." Could lead to safe-school assessment. Could lead to an intervention plan, or a PSI meeting (external services.) Process asks the question: has everything been done?

Sutton Brought up at Health and Safety committee. Secretary was being involved in a situation. Violent behaviors are certainly on the rise.

Loss of Codes due to limited use of services From TAC. Can a student lose

their code if they don't receive the services. Lost code because a student was receiving home-service.

New teacher training Request for training for New Teachers.