

SCHOOL ORGANIZATION PLAN

Before April 30 of each year:

The school's organization plan and any project which is part of the plan shall be submitted to the **SCHOOL COUNCIL**

The **SITE-BASED SPECIAL NEEDS COMMITTEE**, in carrying out its mandate, shall take into account the school organization plan.

In order to better meet the specific needs of the school, the teachers and the school administration shall draw up an organization plan for the following school year and the principal shall submit it to the board and the union for verification.

The school organization plan includes, in particular, projects designed for all or some of the teachers of the school, such as those, among others, of the same grade or cycle or multiple grades.

For the purposes of implementing the organization plan, the teachers and the school administration may modify or replace all or some of the provisions of the clauses and articles mentioned below and, where applicable, the appendices to which they refer.

The modification or replacement of the provisions or articles must be approved by 75% of the teachers directly involved in the project and present when the school organization plan is adopted.

Aspects of the school organization plan:

RULES GOVERNING THE FORMATION OF STUDENT GROUPS

The rules governing the formation of groups must be such that the average number of students per group for each student group defined cannot exceed the numbers prescribed.

There are maximum and average numbers of students per group for:

Preschool

Elementary

Secondary

Vocational Training

There are NO maximum and average numbers of students per group for Adult Education.

There are lower averages and maximums for schools in economically disadvantaged areas.

The board may exceed the maximums indicated only for one of the following specific reasons: the lack of premises in the school, the limited number of groups in the school, a shortage of qualified available personnel or the geographic location of the school.

For the purposes of establishing the maximum number of students per group, students with severe behavioural difficulties linked to psychosocial disturbances, students with pervasive developmental disorders or students with psychopathological disorders who are integrated into regular groups shall be weighted by applying a weighting factor. A priori weighting is carried out within the framework of the annual process for the formation of groups and applies until the first day of class.

The maximums do not apply to student groups in which organizational teaching methods such as, among others, "team teaching" and "conference courses" are used. Moreover, the maximum and average number do not apply to a group of students in a special class identified as having profound intellectual handicaps, pervasive developmental disorders, psychopathological disorders or serious language disorders, if the board provides visible aid other than a teacher.

WORKWEEK

A teacher shall be required to be present for a total of 32 hours per workweek or the equivalent. The 32 hours of work include:

- 27 hours per week or the equivalent at his or her assigned place of work at times determined by the board or the principal for each teacher;
- five hours per week or the equivalent to carry out work of a personal nature. These five hours include the students' break or recess time when it is between two periods of workload assigned by the administration and for which no other workload is assigned.

The time required for the first 10 group meetings held immediately after the dismissal of all students and for the first three meetings with parents may exceed 32 hours, in which case, the excess time shall be compensated, during other

weeks or days, by an equivalent reduction in the time prescribed for work of a personal nature. The teacher shall determine the times during which work of a personal nature shall be reduced.

The 32 hours prescribed fall within a framework of 35 hours per week. Moreover, the framework must not exceed a daily span of eight hours. The 32 hours, the framework of 35 hours and the daily span of eight hours do not include the period prescribed for the teacher's meal. The 27 hours, the framework of 35 hours and the daily span of eight hours do not include the time prescribed for the first 10 group meetings held immediately after the dismissal of all students or the first three meetings with parents.

WORKLOAD

The workload includes the presentation of courses and lessons, developmental and cognitive learning activities, student activities, support, remediation, homeroom and supervision, with the exception of the supervision of the arrival and dismissal of students and the passing time of students at recess and between periods.

The following definitions apply.

Support (encadrement): intervention by a teacher with a student or a group of students to promote the student's personal and social development and to encourage him or her to assume his or her responsibilities as regards his or her own education.

Remediation: intervention by a teacher with a student or a group of students to prevent problems or academic delays and to provide special support measures to students experiencing problems or academic delays. At the elementary level, the teacher shall carry out remediation activities with his or her students.

Supervision of arrival and dismissal of students: supervision of a group of students ensured by the teacher responsible for the group upon arrival and dismissal from classes. This supervision may not be included in the workload. This includes supervision of each teacher's students during entry to class, exit from class and of students during location changes. The Principal shall, after consultation with the School Council, establish a policy for the types of supervision. The policy shall ensure continual supervision of the movement of all

students during the students' presence at school.

SPECIAL CLASSES AND INDIVIDUALIZED PATHS FOR LEARNING CLASSES

Special classes and individualized paths for learning classes are organizational models for teaching designed to correspond to the particular needs of certain students and to ensure their educational success.

Individualized paths for learning are organizational models for teaching secondary school students who have fallen behind in their schooling to such an extent that, if only for a certain period of time, are unable to enroll in regular classes and require specific support measures.

Depending on how far behind the student is and on the nature of his or her needs, the student may be enrolled in a temporary or continuous individualized path for learning defined as follows:

- a temporary individualized path for learning is designed to enable students to integrate into a regular path with a view to obtaining a Secondary School Diploma or a Diploma of Vocational Studies;
- a continuous individualized path for learning is designed to enable students to integrate into a program better suited to their interests, needs and abilities, such as a program in the work-oriented training path.