



**MINUTES OF THE MEETING HELD ON THURSDAY, January 13, 2022  
ZOOM MEETING**

<b>Member Organization</b>	<b>Name</b>	
<b>School Board Representatives</b>	Stewart Aitken – WQSB	Partial
	Mat Canavan– LBPSB	
	Geoffrey Hipps – SWLSB	
	Stéphane Lagacé- CQSB	
	Eva Lettner - ETSB	
	Lisa Mosher – ESSB	
	Jessica Saada - RSB	
	Anna Sanalidro – EMSB	
	James Walker – NFSB	
<b>Complementary services:</b>	Lisa Falasconi - WQSB	Regrets
	Marylène Perron - CQSB	
<b>Adult Education and Vocational Training</b>	Fred Greschner - SWLSB	Regrets
	Lucie Roy – RSB	
<b>ADGESBQ - School Board Directors General</b>	Cindy Finn	
<b>CEGEPS</b>	John McMahon	Partial
<b>A.A.E.S.Q.</b>	Ralph Mason	Partial
	Bonnie Mitchell	Partial
<b>I.S.A.T.</b>	Holly Hampson	Regrets
	Sydney Benudiz	Regrets
<b>QPAT</b>	Andrew Adams	Regrets
	Mike Di Raddo	
	Melanie Massarelli	
	Anne-Marie Rheubottom	
<b>PROFESSIONALS’ ASSOCIATIONS</b>	Caroline Erdos	
	Lise Lecompte	
<b>Special-status Boards Educational Services Representatives</b>	Cree S.B. – Kimberly Quinn	Partial
	Kativik S.B. – Erik Olsthoorn	
	Littoral S.B. – Katia Tardif	
<b>English-sector Universities</b>	Bishops - Dawn Wiseman	Partial
	Concordia - Roma Medwid	
	Joseph Levitan – McGill	

Non-voting members		
Assistant Deputy Ministers	Jean-François Constant (MES) Georges Lemieux (Interim) (MEQ)	Regrets Regrets
DSREA	Boyd Lavallée Raphaël Charrier	Partial
LEARN	Christine Truesdale	
LCEEQ Coordinator	John Ryan	
GUESTS Heather Scott Dr. Alain Breuleux Will Richardson Homa Tavangar		

## 1. WORDS OF WELCOME

Cindy Finn opened the meeting with a land acknowledgement. She expressed that despite the tradition of starting the new calendar year with a list of resolutions, she has decided instead to invoke an intention – “to seek joy and to celebrate joy.”

## 2. APPROVAL OF THE MINUTES

### Resolution #93-2022-01-13

It was moved by Caroline Erdos, seconded by Melanie Massarelli and unanimously resolved that the Minutes of the meeting of November 25, 2021, be accepted as distributed..

## 3. Role of the Elementary Remedial Teacher: A QPAT-ALDI Collaboration

**Heather Scott**, Advancing Learning in Differentiation, and Inclusion (ALDI) Project Coordinator, and **Anne-Marie Rheubottom**, Quebec Provincial Association of Teachers (QPAT) Executive Assistant (Pedagogy/Students with difficulties/disabilities/handicaps) gave a joint presentation on a collaborative publication: ***The Role of the Elementary Remedial Teacher - An Information Document for English School Boards.***

The presentation included five areas:

### 1. **Overview of the creation of the document(s)**

Heather Scott outlined the process followed through the various drafts and feedback from different advisory groups. The document was launched in November 2021 and is available on the ALDI and QPAT websites.

### 2. **Timeline and Support**

Following the launch in November 2021, there was an open Question and Answer period (December 7, 2021)

### **3. Allotment of teachers per Board**

A chart was shared which provided the number of Remedial Teachers per English School Board and the corresponding funding

### **4. Areas of Concern**

Anne-Marie Rheubottom spoke to practices impeding/negatively impacting the learning support service provided by remedial teachers including:

- Remedial Teachers (RTs) being responsible for the IEP process as opposed to following 8-9.00 of the collective agreement which requires an ad hoc or team approach.
- RTs being responsible for Coordinating school team meetings with parents or outside support services. Regular teachers wouldn't be asked to do this because it would interfere with their teaching schedule.
- Some schools not starting or postponing support until October or November and stopping support in April/May in order to have RTs carry out administrative tasks or school-wide assessments thus denying students of much needed support.
- RTs carrying out School wide reading assessments where RTs are assigned to assessing students they don't even work with or support. This again wouldn't be something a regular classroom teacher would be asked to do for obvious reasons.
- Not replacing RTs when they are absent due to PD or meetings with parents for IEPs.
- RTs being responsible for scheduling attendant and special ed tech time, RTs being considered their boss. Managing employee schedules is an administrative task.

### **5. Room for Improvement**

- RTs are not administrative assistants and should be working directly with students and teachers;
- There seems to be a misunderstanding of what RTs are and there is a need to look at the bigger picture, to clarify the notion that RTs are TEACHERS;
- The general duties of a RT are in line with teacher duties which are outlined in clause 8-2.00 of the Collective Agreement;
- A Resource Teacher's workload or teaching schedule should reflect that of a teacher that provides direct service to students which is outlined in clause 8-7.02 of the Collective Agreement– Average teaching time is 1230 minutes per week – approx. 20.5 hours per week in presence of students for a full-time teacher;
- Principals have complex, everchanging roles and tasks to carry out on a daily basis and would benefit from additional support where IEPs are concerned, for example, BUT additional support for principals can't be at the expense of learning support for students, and classroom or teaching support for regular classroom teachers;
- Given the number of RTs in the English sector and the current state of education, can we really afford to use RTs for anything other than directly supporting student learning needs?

Following the presentation, there was a fruitful exchange around the table. The discussion included:

- ✓ The document is a very good resource for the system. It was encouraging to hear that a similar effort is now being aimed at the Secondary level;
- ✓ It is important that classroom teachers have a better understanding of the roles and responsibilities of the Remedial Teacher;
- ✓ There is a need to include this topic (role of RT) as an important part of teacher-training;
- ✓ Board level Parity committee is a good place to have these discussions about clarifying the role;
- ✓ It is important that Centre Directors be included in any support provided to Administrators as this issue is not limited to the Youth Sector;
- ✓ Directors of Human Resources Departments need to understand these issues so as to avoid potential conflicts when doing staff assignments;
- ✓ There is a need for clarity in terminology – “Remedial Teacher” (the appropriate term) has a different connotation than “Resource Teacher” (one that is often used);
- ✓ A co-teaching model was advocated – one in which a Remedial Teacher could give the lesson and the classroom teacher work with those students needing additional support. This might also help develop a stronger relationship between the two professionals;
- ✓ The Ministry needs to revisit the allocation of RTs as times have changed.

Lisa Falasconi thanked Heather Scott and Anne-Marie Rheubottom for the presentation.

#### **4. LCEEQ BUSINESS ITEMS**

**Report by the ADM** – as presented by **Boyd Lavallée** on behalf of Georges Lemieux

- The daily collection of data on active COVID-19 cases in schools has been suspended due to lack of data (PCR tests). It will be replaced by regular monitoring of teachers and students’ absences due to health reasons. It will use a specific day a week as a reference point, e.g., a Wednesday.
- Discussions are taking place with public health officials to allow school staff to wear adapted N-95 masks in certain circumstances, (e.g. special schools for students with disabilities).
- In addition to the distribution of rapid self-tests (boxes of 5) for preschool and elementary school students, secondary schools will receive some of the boxes of 25 rapid tests distributed to primary schools in the fall of 2021 to screen symptomatic students. These rapid tests could be used to test staff, if necessary.
- The Strategy to Enhance, Attract and Engage Faculty is currently in its final stages of approval by the government. Extensive consultations were conducted in the fall of 2021.
- The MEQ has started work on developing an initial strategy for Aboriginal student success. The governance structure includes the partners of the National Aboriginal Student Success Table. The publication of the strategy is scheduled for some time in 2022, and will be implemented over a three-year period. Mme Josée Arsenault has been named to this dossier.

#### Questions:

- Commitment To Success Plan needs to be written by the end of next year. Will there be changes to the format?
  - The Ministry is starting the work on a Strategic Plan. Hopefully, information and a broad set of deadlines will be available in the near future.
  
- Regarding N95 masks – because of the inclusion model, the English sector includes students with many high needs who are not in <écoles spéciales>, so teachers in all schools should have access to these masks.
  - The information was noted.

#### **DSREA Report – Boyd Lavallée :**

- ECQ negotiations  
Next meeting January 19th, first meeting since federal elections
  
- Bachelor's degree in professional training – McGill was asked to provide a proposal. They seem to be interested in taking it over.

#### **Conference 2022**

John Ryan reported that there were 549 registrations at this time. He encouraged members to continue the process as a virtual conference provides opportunity for more participants. He stated that in order to try to promote interaction there will be a trivia contest during the lunch period.

#### **Conference 2023**

The dates for advertised as February 6-7, 2023. Members were asked to provide potential themes and invited speakers. Recommendations should be forwarded to John Ryan.

#### **First Schools Transitions Forum**

John Ryan reported that planning for the March 14-15 event continues. He encouraged members to register and to promote this activity within their organizations.

#### **Agenda Items for March 23, 2022**

- Cindy Finn asked members to send in suggestions to the attention of Cindy Finn and/or John Ryan. The Steering Committee will be meeting to set the next agenda.

#### **5. Research Project – Progress Report and Next Steps**

Will Richardson, Homa Tavangar and Dr. Alain Breuleux were invited to provide an update on the project following the nineteen small group sessions with the various constituent groups.

There were a number of points made about the experience to date including:

- There was a common expression that participants were excited to go back to why they entered the education profession in the first place;
- There was much commonality on what was “sacred” across the diverse groups – these tended to be broader/deeper goals (e.g., the importance of relationships/connections, the role of community, well-being) as opposed to curriculum or assessment;
- During the sessions, there was much discussion of the obstacles of trying to change a large organization. It was as if people needed permission to present viewpoints that many not be in keeping with the Ministry direction.
- What are the key challenges and how to move forward on these challenges?
- J. McMahon: When someone comes to him with a new idea, he helps them to understand the process and how to navigate the process.
- It would be beneficial to try to set up a parent group. The list of “what is sacred” has been consistent across groups. It would be interesting to see if the same applies to parents.

## **6. ADJOURNMENT**

On a motion by John Mc Mahon the meeting was adjourned at 12:15..