



## MEMO

**Date: May 19, 2021**

**To: Youth Sector Teachers**

**From: QPAT**

**Subject: QPAT Special Needs 2019 and 2020 Surveys, and new QPAT Special Needs Committee**

Dear members,

In the past two years, the QPAT has worked on a plan to start addressing the numerous problematics relating to the organization of services to support students with special needs and more broadly to the inclusive education model as applied in the Quebec's English educational sector. As you know, a survey was administered to youth sector teachers across Quebec's English school boards in 2019 as well a Member Checking survey in the Spring of 2020. Since then, a thorough analysis of the data was carried out and summary reports of the 2019 QPAT Special Needs survey as well as the 2020 Member Checking survey have been created and are **now available on the QPAT website**. It was hoped that this information could have been shared with you earlier but the onset of the pandemic in March 2020 changed the course of that plan.

By participating in focus groups and completing two surveys in the past two years, teachers provided valuable input that helped produce a comprehensive portrait of inclusive education in the English sector in Quebec. As you will notice in the summary, the current portrait indicates that the state of inclusion continues, not surprisingly, to be problematic and, now more than ever, needs to be addressed at the provincial and local levels.

To help with the development of a QPAT action plan on special needs, QPAT has established a standing committee on Special Needs which will be composed of representatives of each local union. The committee will also allow us to share information on practices at the school boards as well as to help us better coordinate and strengthen our future interventions.

We wish to take this opportunity to thank all teachers who participated in both surveys as this particularly important data will be extremely useful to help us start addressing the problematics at both levels.