

MINUTES OF THE MEETING HELD ON
 THURSDAY, NOVEMBER 4, 2010
 FROM 8:30 am TO 3:00 pm
 AT THE ST.PIUS X ADULT CENTRE – ROOM 1254
 PRELIMINARY VERSION

ATTENDANCE	
Berubé Patrick	LEARN
Brabant Joanne	PROCEDE
Bruzzese Sam	AAESQ
Chechile Michael	Lester B. Pearson S.B.
Claude Marie-Eve	FPPE
Devine Aynsley	QPAT
Finn Cindy	ACES
Fossey Jean-Paul	QPAT
Furfaro Sandra	Co-Chair - English Montreal SB
Gendron-Brodeur Lyse	Riverside S.B.
Goldberg Jill	SSCAAA
Gomes-Fernandes Canjita	FPPE
Joly Sebastien	QPAT
La France Leo	SSCAAA
Lafrance Michel	ISAT
Levy Charley	ISAT
Lothian Marian	Co-Chair – Western Quebec SB
Mackey Kandy	Eastern Townships S..B.
MacLEAN Randy	AAESQ
Pompa Paul	QPAT

Robertson J. Kenneth	CEGEP – Champlain Regional College
Robillard Gerry	Sir Wilfrid Laurier S. B.
Roy Elaine	SSCAAA
Ryan John	Coordinator
Stewart Marielle	Central Quebec S..B.
Wood Hugh	Eastern Shores S.B .
REGRETS	
Beauchamp Catherine	Bishops University
Benson Fiona J	McGill University
Buttars Rob	New Frontiers S.B.
Corriveau Ron	ADGESBQ
Della Rocca Cosmo	PROCEDE
Foltin Deborah	Littoral
Zey Karen	ACES

Agenda	Summary of Proceedings	Actions to be Taken	Deadline	Person(s) Responsible
1. WORDS OF WELCOME	<ul style="list-style-type: none"> Sandra Furfaro welcomed everyone to the meeting and introduced the two newest members to the Table. Joanne Brabant representing PROCEDE and Hugh Wood representing Eastern Shores School Board. 			
2. APPROVAL OF THE AGENDA AND MINUTES	<ul style="list-style-type: none"> Motion to approve the agenda was accepted following a few changes in the order of the items. Motion to approve the minutes was accepted after a few corrections for attendance and spelling were made. 			

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<p>3. PRESENTATION ON KEY ISSUES</p>	<p><u>EVALUATION – REPORT CARD</u></p> <p>A) <u>PRESENTATION BY MELS REPRESENTATIVES – Linda Drouin, directrice Évaluation and Christian Rousseau, Coordinateur sur la recherche</u></p> <ul style="list-style-type: none"> • Linda Drouin proposed that rather than giving a formal presentation, which was already done at the information sessions on October 7 and 12, 2010 she would address the questions identified by LCEEQ. • Marian Lothian posed the guests the following questions: <ol style="list-style-type: none"> 1) Given the shifting taking place in evaluation and reporting and the fact that we are told that the Quebec Education Program remains in place and unchanged, how do we adjust to ensure harmony between these key elements? It seems that reporting and evaluation are dictating the educational program and necessitating change instead of the educational program driving the evaluation and reporting mechanisms and tools required for assessment. How do we resolve this apparent conflict? <ul style="list-style-type: none"> - Modifications were made to the report card but competencies remain unchanged. - Important guidelines to be used is the evaluation framework which has been made available as of October 29, 2010 - Confirmed that on report card mark can be the result of two competencies merged into one by the server. 2) We understand the differences in assessing, reporting and evaluating and how to interpret student learning and progress on a learning continuum over the two year cycles. How do we apply these elements to end of the year reporting now for the first year in the cycle? How do we base our judgments for the end of the first year in the cycle? How do we approach level and status reporting for year one? <ul style="list-style-type: none"> - Teachers are to base themselves by using the different tools available to them to report at the end of year one – the progression of learning is one example. 			

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	<ul style="list-style-type: none"> - Since there is no professional development prescribed by MELS boards will need to reflect on how to best do this. 3) Given the discussion we have just been having, training will be a key issue for teachers and boards. Will there be a training schedule to address the concerns we have raised in our earlier questions to assist teachers and in-school administrators; and will there be additional funding made available to school communities to help pay for this training? <ul style="list-style-type: none"> - No extra funding is expected from MELS - Some activities have already begun for each of the discipline - Various support documents will also be made available. 4) We are discussing reporting derogations and given the fact that many of our schools are running with 20% to 30% of special needs students in regular classes who may be operating one or two or more years below grade level, how can we address their reporting needs without derogating every student as this number is very large in many of our schools? Derogating this number of students is not realistically doable and we need to find a mechanism to allow us to handle reporting on these students' progress, how can this best be done? <ul style="list-style-type: none"> - Decisions for derogation will be the responsibility of the school board. Article 30.4 in the Education Act states that a school board could present results in another way. 5) The Work Orientated training Pathway is presently experiencing many reporting and evaluation problems that need to be resolved. With evaluation and reporting changes for next year occurring, can these issues associated with this pathway be addressed? Will we have proper reporting and evaluation tools in place for this pathway? <ul style="list-style-type: none"> - This dossier is the responsibility of the Directionsde l'adaptation scolaire (DAS) but as far as they are aware there are no changes expected for the WOTP. 			

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	<p><u>SMALL GROUP DISCUSSION ON WHAT ARE THE IMPLICATIONS FOR LCEEQ</u></p> <ul style="list-style-type: none"> Members broke out into three groups and had about 45 minutes to discuss the responses received by the MELS representatives. Each group reported on their deliberations. <u>SEE APPENDIX I -</u> for the recorded details 			
<p>4. LCEEQ BUSINESS ITEMS</p>	<p><u>4.1. Report by Leo La France (report was given at 9:00 am)</u></p> <p>- <u>October 25, 2010 –Meeting on the integration of students with handicaps or difficulties</u> Representatives from QESBA, ADGESBQ, AAESQ and the English Parents Committee were on hand to deliver key messages from the English sector on inclusion. Leo La France received some positive feedback from participants.</p> <p>Minister Beauchamp will make public her action plan on this topic by June 2011.</p> <p>The Minister has identified five main priorities that fit within the following areas:</p> <ol style="list-style-type: none"> 1. Student placement in regular classroom 2. Organization of services at the school level 3. Aspect of collaboration related to parents and the school team 4. Research related to students with special needs and reviewing existing winning practices 5. Entente between MELS and the MSSS <p>Leo La France also listed other areas that will be looked at. (students with behaviour issues-school teams – teacher training – budgets – parity committee)</p>			

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	<ul style="list-style-type: none"> - <u>Partnership Agreements</u> SSCAAA identified four objectives that should be achieved by June 2011 and these will be further discussed between the members of the Partnership Support Group (PSG) and the school board teams in the upcoming meetings. A document was tabled at the ADGSEBQ meeting last week that details the Partnership Agreement Implementation and Leo agreed to share it with LCEEQ once it has been finalized. - <u>Linguistic Policy</u> The Ministry will be sending boards a guide within the next few months on reviewing or establishing a linguistic policy. There is an obligation for all school boards to adopt a policy by a certain deadline. The MELS is in the process of revising their policy at this time. - <u>MELS Website</u> A webmaster has been hired and is working on creating a mirror image of the French website in English. He is now in the process of reviewing all the documents that are available. - <u>Operational Plan</u> The DPP is working on its operational plan which is based on the MELS strategic plan and the feedback received at the two SSCAAA forums held last year. The plan will include- objectives; actions; indicators; target dates; and contacts. - <u>Session for Kindergarten</u> Information for sessions can now be found on the MELS website Kim McGrath will train kindergarten teachers in all of the English School Boards. 			

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	<p>4.2. Partnership Agreement Tool – Geneviève Légaré</p> <ul style="list-style-type: none"> - Geneviève Légaré, the Project Leader of the <i>EVIDENCE-BASED PRACTICE PROJECT</i> gave a brief powerpoint presentation. This is a three-year project designed to support all Anglophone schools and boards and its purpose is to share and to transfer exemplary practices in the use of evidence/data. Geneviève is also a member of the PSG (Partnership Support Group). Members received the following documents: <ul style="list-style-type: none"> ▪ Brochure ▪ October Newsletter ▪ Document showing the timeline/steps required for production and use of evidence. - A brief questions and answer period followed. <p>4.3. SSCAAA/DPP Report – Elaine Roy</p> <ul style="list-style-type: none"> - The training that will be offered to the English educational community is expected to be available on the website by the month of December. For the time being a draft document was tabled for the members. Information for these sessions will be available to the boards via: the website, the offer de service and the SSCAAA monthly report, - A one-page document with the name of the DPP liaison for each one of the 13 paths in the L'École j'y tiens! Policy was tabled. - The contact list for SSCAAA staff is available through Elaine Roy for those interested. A copy was handed out at the September meeting. 			

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	<p><u>4.4. Sex Education Video – Jill Goldberg</u> - Jill Goldberg will share the information via email.</p> <p><u>4.5. John Killingbeck Announcement – John Ryan</u> - In recognition and in memory of John Killingbeck the Teacher/Administrator Scholarship Program has been renamed the John Killingbeck Scholarship and LCEEQ will be making a \$1,000.00 to this foundation.</p> <p><u>4.6. Conference 2011 Update – John Ryan</u> - The conference planning is on schedule and registration instructions will be sent to the school board contact person in approximately one week. - John Ryan extended a thank-you for everyone's contribution as the workshop program is now complete. - The three keynote speakers have been confirmed: <ul style="list-style-type: none"> ▪ Martha Kaufeldt ▪ Ian Jukes ▪ Adora Svitak </p> <p><u>4.7. Steering Committee Membership</u> - A position on the Planning Committee became vacant following the retirement of Elizabeth Therrien-Scanlan. The following two members were nominated. Each member was given an opportunity to deliver a brief presentation. <ul style="list-style-type: none"> ▪ Michael Chechile ▪ Randy MacLEAN - The election results were in favour of Michael Chechile. He term is for the balance of this year.</p>			

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5. AGENDA ITEMS FOR DECEMBER 8, 2010	<ul style="list-style-type: none"> - The next identified topic is '<i>Adult and Vocational Education</i>'. The Steering Committee will plan the agenda for December 8 with the help of PROCEDE members. Any suggestions can be emailed to the co-chairs prior to the meeting of the Steering Committee which is on November 12th. - Members were asked if the format for today's meeting was acceptable and if future meetings should be planned similarly. There was general approval. 			
6. ADJOURNMENT	<p>Meeting adjourned at 2:50 PM. The next meeting is scheduled on December 8, 2010 at the St. Pius X Culinary Institute.</p>			

Respectfully submitted by Angela Rosa