



**MINUTES OF THE MEETING HELD ON  
Monday, June 5, 2017  
Lester B. Pearson School Board**

Member Organization	Name	
A.A.E.S.Q	Bruzzese Sam	
	Mason Ralph	Regrets
A.C.E.S	Burn Beth	Regrets
	Finn Cindy	
CEGEPS	Halpin John	Regrets
ADGESBQ	Racette Sylvain	
SCHOOL BOARDS	Aitken Stewart	Regrets
	Furfaro Sandra	
	Hipps Geoff	
	Mackey Kandy	Regrets
	Mosher Lisa	Regrets
	Saada Jessica	
	Smylie Brenda	
	Sutherland Mark	
I.S.A.T.	Hampson Holly	
	Levy Sommer Corinne	
P.R.O.C.E.D.E	Argiropoulos Mario	
	Mitchell Bonnie	Regrets
PROFESSIONALS' ASSOCIATIONS	Bordonaro Tino	
	Scott Arlene	
Q.P.A.T.	Adams, Andrew	Regrets
	Fossey, J.P.	
	Machado, Pasquale	
	TBA	
SPECIAL STATUS BOARD EDUCATIONAL SERVICES REPRESENTATIVES	CREE- Beliveau Serge	Regrets
	LITTORAL-Foltin Deborah	
MEES/DSCA	Gouett Marsha	Regrets
	Langlois Lise	
UNIVERSITIES	Haigh Corinne (Bishop's)	
	Medwid Roma (Concordia)	Regrets
	Schaefer Lee Dr.(McGill)	Regrets
ADM – English Sector	Rousseau, Christian	Regrets
LEARN	Truesdale Christine	
Coordinator	Ryan John	
Recording Secretary	Rosa Angela	
Guests: ABEE (Kate Le Maistre and Lynn Travers)		



## **1. WORDS OF WELCOME**

1.1. Cindy Finn welcomed everyone to the last meeting on the school year.

## **2. APPROVAL OF THE MINUTES**

2.1. APPROVAL OF THE MINUTES OF THE JANUARY 19, 2017 MEETING

### **Resolution #37-2017-06-01**

It was moved by Sandra Furfaro and seconded by Brenda Smylie and unanimously resolved that the Minutes of the Regular Meeting of the Committee held on January 19, 2017 be accepted as deposited.

2.2. APPROVAL OF THE NOTES OF THE ANNUAL SEMINAR OF APRIL 20-21, 2017

### **Resolution #38-2017-06-01**

It was moved by Arlene Scott and seconded by Sandra Furfaro and unanimously resolved that the Minutes of the Annual Seminar meeting of the Committee held on April 20 and 21, 2017 be accepted as deposited following a correction made to the attendance list. John McMahon was absent on the Friday.

## **3. ACPI CONFERENCE REPORT**

- 3.1. Cindy Finn reported having attended a meeting held on February 8, 2017 of the Association canadienne des professionnels de l'immersion. ACPI is a professional organization that brings together educators in immersion of all regions of Canada. In consultation with many partners, ACPI directs immersion education, offers support, professional learning opportunities and information.
- 3.2. The main focus of the meeting was to validate results of a survey taken in November of 2016. The final report is expected in March 2018. Cindy went through some of the highlights, and directed members to take a look at the website for the preliminary results and complete details on the organization.
- 3.3. <http://www.acpi.ca>

## **4. ABEE PRESENTATION**

- 4.1. Kate Le Maistre and Lynn Travers presented on two different topics and solicited input from LCEEQ for both reports
  - 2016 ABEE Brief "Keeping the Door Open for Young English-Speaking Adults in Quebec: Language Learning in English Schools and Centres"
  - 1992 Task Force on Education Report
- 4.2. A hard copy of the June 2016 brief "Keeping the Door Open for Young English-Speaking Adults in Quebec: Language Learning in English Schools and Centres" was deposited to each member. Members



where divided into four working groups, based on the main recommendations in the brief, and were asked to identify what role LCEEQ can have in achieving or furthering the recommendations.

- Each group then reported back to the larger table. The notes on the reports can be found in Appendix I.
  - ✓ Group One: Educate Parent (pps 11-12)
  - ✓ Group Two: Adult education and vocational training (p 13)
  - ✓ Group Three: ELA and FSL curricula, evaluation, resources (pps 17-18)
  - ✓ Group Four: Teachers (pps 19-20-21)
  - ✓ Larger groups: Open Discussion

#### 4.3. **Task Force on Education – 25 years later**

- Kate Le Maistre gave the context of the Task Force On Education, chaired by Greta Chambers in 1992. ABEE solicited input from LCEEQ which will help it develop a brief on this topic.
- Members were asked to keep four framing questions in mind as they reviewed the report’s recommendations.
  - ✓ What was done
  - ✓ Where are we now
  - ✓ What still needs to be done
  - ✓ What will English education look like in 2042
- Kate went through the recommendations and the Minister’s response.
- An open discussion then followed and members were asked to share their feedback. Notes can be found in Appendix I

#### 4.4. **Areas of focus for LCEEQ 2017-2018 - Geoff Hipps**

- Geoffrey Hipps directed members to page 3 of the notes taken at the annual seminar where some common themes were brought forward. Members were then asked to have an open discussion to try to narrow the choices down.
- Highlights of the discussion:
  - 1 Mental Health – LCEEQ could align with the other sub-committees, and the colleges in addition to ABEE and look at issues dealing with the growing anxiety for both teachers and students. It was suggested to use different language and consider calling it Mindfulness, Wellness and Wellbeing, as work in this area has a positive impact on mental health issues (which are just one piece of the larger pie). Ontario has taken good strides in this area and it might be useful to look into what policies and models they have developed.
  - 2 MEES Policy on Educational Success: A major consultation has taken place in order to lay the foundations for the first Ministerial policy on educational success, which will support students, schools and school boards in three broad areas of intervention. The policy is expected to be launched by end of June 2017 – LCEEQ will want to be ready to react.
  - 3 Models for Education: LCEEQ could consider looking at different models for education. The introduction of the NEXTSchool Project is something that some school boards are



participating in where more information and follow-up is needed. Look at alternative models without making the assumption that everyone is aware of what is going on or on what is available.

- 4 Student Engagement – It might be interesting to discuss further the paradigm where students perform well in exams yet are not engaged.

- A roundtable on suggestions on what experts or resources LCEEQ might use. No particular names were brought forward, however members agreed that professional expertise is available within our own network. ABEE reported it would be pleased to include any information on wellness and student engagement in the Task Force brief and asked that LCEEQ keep them apprised.

## 5. VARIA

- 5.1. Geoff Hipps noted this is the last meeting for Cindy Finn as President and Deborah Foltin as Vice-President. Geoff, on behalf of the committee, thanked them for all the work done and the difference that was made through their efforts. A bouquet of flowers was offered to each as a token of appreciation.
- 5.2. Cindy and Deb took a few minutes each to say a few words and thanked everyone for the rewarding experience.

## 6. REPORT BY THE ASSISTANT DEPUTY MINISTER

- 6.1. Regrets from Christian Rousseau, Interim ADM.

## 7. PILOT PROJECT UPDATES

### 7.1. ACES Update on Pilot Programs – Cindy Finn

- CASP (Competency-Based Approach to Social Participation)
  - ✓ A curriculum for students who have a moderate to severe intellectual disability - (ages 6 to 16)
  - ✓ The program is based on five competencies and each competency has three key features.
    - 1 Communicates;
    - 2 Acts Methodically;
    - 3 Uses information in the environment;
    - 4 Act in a safe manner;
    - 5 Interact with people in the community.
  - ✓ Cindy Finn shared information on the process and on the CASP Network which supports the Anglophone milieu. To note that WQSB has implemented the program fully in all its schools.
  - ✓ ACES has submitted a project to the DG PLAN and is pleased to report it has been accepted and funding will be available to the boards to offer the needed professional learning.
  - ✓ Q & A Period

- Sexuality Education Program
  - ✓ This is year two of piloting and the two English boards that have schools involved are LPBSB and NFSB. This program runs from K to Grade 11 and covers six themes: sexual growth and body image; identification; emotional and romantic life; personal safety; pregnancy and birth; general understanding of sexuality.
  
  - ✓ Anglophone pilot schools have identified the following conditions for success:
    - 1 Training for teachers
    - 2 Developmental appropriate materials
    - 3 Materials in English and French
    - 4 Parent collaboration
  - ✓ It has been slow to develop and not many materials have been created up to this point. The MEES announce mandatory implementation has been postponed however it encourages boards to begin implementing as soon as possible. English network agrees that it needs to see what offers of service will be made available before fully embarking.
  
- ACGC (Continuum of Academic and Career Guidance Content)
  - ✓ The 2016-2017 school year marked the first year of the gradual implementation of the ACGC in Elementary Cycle Three and Secondary Cycles One and Two. The ACGC comprises a continuum of 49 content items divided into three broad themes: self-knowledge, knowledge of the world of school, and knowledge of the world of work and translated to 5 to 10 hours per year per grade level.
  - ✓ School boards have designated one or two schools to implement the content in all classes at one of the grade levels from Grade 5 to Sec V.
  - ✓ Within the English sector many educators have integrated GOAL initiatives into classrooms and are making links between existing GOAL-inspired activities and the ACGC. Teachers, spiritual animators, and guidance counselors are all key players.

## 8. LCEEQ BUSINESS ITEMS

### 8.1. DSCA Report

- Lise Langlois reminded the Table that the purpose of the November 3<sup>rd</sup> consultation event was to identify the priorities held by the English speaking educational community in order to inform the development of the DSCA's next action plan for the Entente.
- Follow-up survey completed in March: She shared the results of this survey by a powerpoint presentation and stated the purpose of the survey was to validate the information heard at the November 3 conference with those who attended the conference and beyond.
- Moving forward: DSCA will take into consideration the results of their internal audit and the priorities identified from the network and will do some work in terms of audience, subject area,



model used, (and any other parameter that makes sense) and start the process of evaluating all projects' effectiveness in terms of the outcomes expected. The Action Plan for the ECQ should be ready by late Fall 2017.

- The ADM position remains filled by interim by Christian Rousseau – no new information to share at this point.
- Cindy Finn reported on a discussion she had with DSCA's Lisa Storozuk on the topic of how to strengthen the partnership between the two organizations and looked at the opportunities related to Research Projects. More to come.

#### 8.2. **Report of Expenses 2016-2017**

- John deposited a one-page document with the expenses as of July 1, 2016 to date and gave additional information for some of the items. The yearly allocation will no longer be paid in one lump sum payment but. For this year it has been divided over three payments.
- Any further questions can be addressed to John Ryan.

#### 8.3. **Budget 2017-2018**

- A budget document for 2017-2018 was deposited.

##### **Resolution #39-2017-06-01**

It was moved by Sandra Furfaro and seconded by Marie Wahba and unanimously resolved to adopt the annual LCEEQ budgeted costs for 2017-2018 as deposited.

#### 8.4. **LCEEQ Annual Conference 2018**

- LCEEQ Annual Conference 2018 – “*The Thinking Classroom*”
- Keynote speakers:
  - ✓ Garfield Gini-Newman
  - ✓ Jessica Ross
- As always the bulk of the workshops are given by speakers and presenters from our own network. LCEEQ members are counted upon to relay the message and help recruit presenters. LCEEQ hopes in increase the content and participation from colleges and universities.
- Book draw: Five copies of the book *Creating Thinking Classrooms by Garfield Gini-Newman and Roland Case* were randomly drawn and a copy went to J.P. Fossey, Pasquale Machado, Sam Bruzzese, Sandra Furfaro, and Deb Foltin



#### 8.5. Meeting Dates for 2017-2018

- A proposed calendar of meetings for 2017-2018 was deposited for consideration at the April meeting to be ratified in June. John noted that the location remains to be determined for the January and April meetings-suggestions are welcome.

#### Resolution #40-2017-06-01

It was moved by Sandra Furfaro and seconded by Mark Sutherland and unanimously resolved to adopt the 2017-2018 Meeting Schedule as deposited.

#### 8.6. Items for the Agenda for the September 13, 2017 meeting

- Members were asked to forward any items to the attention of either Geoffrey Hipps or John Ryan.

### 9. ADJOURNMENT

9.1. The meeting adjourned at 2:30 p.m.

9.2. Cindy Finn acknowledged and thanked the members whose term comes to end this year and will not be returning for the next two-year term. The work done by these members is very much appreciated. She extended a warm welcome to all the new members. Cindy also thanks everyone for the time dedicated to the meetings and all the in-between requests. The final word of thanks goes to John Ryan, for all his support and ensuring that all the committee needs are met.