



**MINUTES OF THE MEETING HELD ON
Thursday, March 28, 2019
English Montreal School Board – Laurence Patterson
6000 Fielding Ave. Montreal, Quebec, H3X-1T4**

Member Organization	Name	
A.A.E.S.Q	Bruzzese Sam	AM only
	Mason Ralph	
A.C.E.S	Farnell Gina	
	Finn Cindy	
CEGEPS	McMahon John	
ADGESBQ	Racette Sylvain	Regrets
SCHOOL BOARDS	Aitken Stewart	
	Furfaro Sandra	Regrets
	Hipps Geoff	
	Mackey Kandy	Regrets – on leave
	Mosher Lisa	VCN
	Smylie Brenda	
	Sutherland Mark	
	Wahba Marie	
	Williams Mary	Regrets
	I.S.A.T.	Hampson Holly
Benudiz Sidney		A.M. only
Jalbert Richard		Regrets
P.R.O.C.E.D.E	Pedroso Paula	Regrets – stepped down
	Bordonaro Tino	Regrets – on leave
PROFESSIONALS’ ASSOCIATIONS	Scott Arlene	
	Adams, Andrew	Regrets
	Fossey, J.P.	
Q.P.A.T.	Machado, Pasquale	
	Rhebottom Anne-Marie	
	CREE – TBA	
SPECIAL STATUS BOARD EDUCATIONAL SERVICES REPRESENTATIVES	KATIVIK-Erik Olsthoorn	Regrets
	LITTORAL-Deborah Foltin	VCN
MEES/DSCA	Langlois Lise	Regrets
	Lin, Terry Wan Jung	P.M. only
UNIVERSITIES	Medwid Roma (Concordia)	Regrets
	Starr Lisa (McGill)	
	Wiseman Dawn (Bishops)	VCN
	Colpitts Steven	
ADM – English Sector	Truesdale Christine	
	Ryan John	
LEARN	Rosa Angela	
Coordinator		
Recording Secretary		
Guests:		
Russ Kueber and Anne-Mari Cech		



1. WORDS OF WELCOME

- Geoff Hipps welcomed everyone to the meeting. Geoff set the stage for the April Seminar and future meetings by reminding everyone who LCEEQ is and what impact it has in providing excellent education to the students across Quebec. He spoke about *Scrum Design Methodology* which is a software development method that he has been exposed to at various times during his career. He felt that with the ever-changing directions in education and the additional funding from the new budget – it will help LCEEQ to lock arms and work together in order to face the complexity and risks of the future.

2. APPROVAL OF THE MINUTES

- APPROVAL OF THE MINUTES OF THE JANUARY 17, 2019 MEETING

Resolution # 56-2019-03-28

It was moved by Lisa Starr and seconded by Stewart Aitken and unanimously resolved that the Minutes of the Regular Meeting of the Committee held on January 17, 2019 be accepted as deposited.

3. A TIMELY TOPIC – INFORMATION GATHERING – ADM Steven Colpitts.

- Stephen Colpitts presented some few slides drawn from the report *TAUX DE DIPLOMATION ET QUALIFICATION PAR COMMISSION SCOLAIRE AU QUÉBEC* that were published the previous week. In addition to individual School Board improvements, it is encouraging to note that the provincial portrait is also on the rise. Congratulations were extended to everyone as Mr. Colpitts stated this is a testament to everyone's efforts and hard work.
- Group Activity: Members were divided into four groups and were asked to respond to the following two questions:
 - What contributes to our success?
 - What is the next win? Where do we need to make more efforts

√ See Appendix I on the last page for a summary of comments.
- Each group reported back to the larger table. Steven Colpitts stated that more discussions/feedback gathering will be had on the specific “Ministry mesures” at some point in the future. Increased collaboration and discussions will be also had with the Universities on teacher training and preparedness.
- Varia: Mr. Colpitts has the opportunity, as part of his job, to sit at the National Assembly and at one of the professional development seminars the Scientific Institute of Quebec made a presentation on Artificial Intelligence. A point he wanted to share with LCEEQ is that the Institute predicts 42% of job that exist today will be replaced in 10 years by some form of automation.

4. UNDERSTANDING THE COMMUNITY HEALTH AND SOCIAL SERVICES NETWORK (CHSSN) – FORMING LINKS

4.1. Guests Russ Kueber, Manager of Programs and Anne-Marie Cech, Manager for the new Bright Beginnings Project

- **Mr. Russ Kueber presented a Powerpoint that covered the following highlights:**

- Financial pictogram – how and by whom the organization is funded
- Deposited a hard copy of a map of the CHSSN network and its members
- Partnership Overview by sectors
- Community Mobilization Model for improving health and vitality – primarily looks at how to improve access to health and social services.
- Leadership Opportunity – Collaborate with Concordia University
- Video: From Thetford Mines which is very representative of what all the sectors do.
- Available data on website – EX: demographic portraits
- A five year project: “Bright Beginnings” - Working on developing an adapted approach to supporting English-speaking children (0-5) and families in the province of Quebec.
 - √ Looking to collaborate with school boards

- **Question and Answer Period**

- Strong collaboration is done at the grass roots level. Ex: the CLCs are very involved and the opportunity to increase collaboration
- It was pointed out that the school boards are focusing on the theme of mental health at various levels and at conferences.

- **Group Activity:**

- Members were divided into groups of four to answer the question on how LCEEQ and partner with the CHSSN. The following were some of the feedback brought forward.
 - √ impact on screen time and how it affects the social behavior patter of students
 - √ a partnership - to be more proactive and avoid reaching a crisis +a study to see effects
 - √ mental health – need to build a mental health literacy program
 - √ to support the transition at the different levels (K – elementary – high school – etc)
 - √ stimulating the relationship between the community and the organizations
 - √ joint symposium – example in the area of Kindergarten
 - √ to increase the regular presence of CHSSN at LCEEQ meeting – to be discussed how often etc
 - √ focus on improving the situation of lack of English speaking services



5. REPORT BY THE ADM

5.1. Provincial Budget

- Steven Colpitts presented the highlights of the new budget. The percentage increase, that includes every sector and keeps in mind the cost of regular operation, is 7.8% - For the Youth Sector it is about 5.9%.
- Details and amounts for the specific dossiers were presented and questions from members were addressed.

5.2. Program – ERC

- Steven Colpitts reported that the Ministry will be revisiting the Ethics and Religious Culture program that has been offered to elementary and secondary student for close to ten years.

5.3. Bill within the 45-day consultation period

- The proposed Bill on implementing at the elementary level, starting next fall, recess periods of at least 20 minutes each in the morning and afternoon has been published in the Gazette Officielle and after the 45 day period – schools can expect some more details.

6. DSREA PRESENTATION

6.1. MEES Organizational Chart

- A copy of the most recent organization chart in PDF format was emailed to all members. Steven Colpitts reviewed the chart and explained the process.

6.2. Translation Process

- Terry Lin explained the process followed at the Service linguistique en anglais and how the DSREA is involved and supports the requests from the network.
 - Members reported some of the frustrations they face. Steven Colpitts confirmed that DSREA, and in particularly Terry Lin, has made and continues to make loud and clear appeals to the Minister that these concerns need to be addressed.

6.3. Resolution # 57-2019-03-28

It was moved by J.P. Fossey and seconded by Anne-Marie Rhebottom and unanimously resolved that the LCEEQ write a letter to the Ministry of Education to formally communicate the concerns the English education network has with regards to the translation process



7. LCEEQ BUSINESS ITEMS

7.1. DSCA Report – Terry Lin

- A copy of a division of duties at DSREA was deposited and the electronic version was emailed to members. The three main departments are:
 - Team for the Entente Canada-Québec
 - Support to the Network - ** New member: Andrew Locatelli
 - Linguistic/translation services
- DSREA worked in collaboration with EBPP, DG PLAN and MESURE 15070 to create a more coherent plan for the project applications, the dates, and the evaluation process

7.2. Annual Conference

7.2.1. Conference 2019 Report

- Members received the official and complete report by email on March 26, 2019 – John Ryan reported that the overall feedback is positive and the conference was very well received. A thank-you was extended to all the school boards for the support in providing the local program and the work done by the coordinators. A formal debrief will be done at the Steering Committee meeting, scheduled tomorrow. John did mention that the Sheraton did not live up to its past standards in terms of service and support.

7.2.2. 2020 Conference Update

- In light of the tag line for this year's conference "*Being Well, Well Being*" the Steering Committee is looking at confirming the tag line for next year's conference as "*Being Even Better*".
 - √ Key note Susan Rogers has been confirmed and a few more interesting names are on the short list.

7.3. Process for Forming the Steering Committee for 2019-2021

- The two year cycle is coming to an end at the June meeting and John Ryan reiterated the process that needs to be followed and which he delineated in writing in his email dated March 26, 2019.

7.4. Annual Seminar Update

- The annual seminar is on April 11-12, 2019 and John Ryan reminded everyone the importance of attending event as members have the opportunity to reflect and to set the course for the year to come. Avril Aitken, a former LCEEQ representative from Bishop's University, will be animating the Seminar. William Floch will also be presenting some data/statistics.
- The new members who begin their mandate in September are invited to join with Seminar.



7.5. Agenda Items for June 13, 2019

- Any items can be forwarded by email to the attention of John Ryan or the President Geoff Hips.

8. Adjournment

8.1. The meeting adjourned at 3:15 p.m.

APPENDIX I

	What contributes to our success?	What is the next win? Where do we need to make more efforts?
Group I C. Truesdale	<ul style="list-style-type: none"> • Had a long discussion on what is our definition of success? • Advantage of our size - gives us more flexibility and ability to work quicker • Trends in French sector – seem to be going to private sector. • Our agility – allows us to better implement = faster – more innovative • Our different philosophy toward hierarchy • Different approaches to inclusion (however different models exist in French sector too) 	<ul style="list-style-type: none"> • Achievement – what constitutes achievement? • Wellness of the student and of the teachers and administrators • Changes in evaluation
Group II Stewart Aitken	<ul style="list-style-type: none"> • Inclusive education • Investment in education • Pedagogically driven – grass roots • Parental and community involvement • Cultural shift – we value education • Innovative approaches 	<ul style="list-style-type: none"> • Salary differences – difficulty of getting teachers • Improve a stronger proficiency in French • Looking at competency based education and connection to modes of assessment • Review assessment and evaluation • Value student engagement and increase it • Increasing the value vocational and technical education.
Group III M. Sutherland	<ul style="list-style-type: none"> • Our smaller schools – which are community schools – better connection with parents • Inclusion • Professional development • Teachers are highly involved – do not farm out the E.C.A= builds engagement • Strong family involvement 	<ul style="list-style-type: none"> • Need ongoing support especially for special needs • Focus on teacher wellness – they deserve a pat on the back • Staff and shortages – esp. in outline areas • technical issues • Translation issues – must get simultaneous resources and translations • Suggestion to look at data from 5 year cohort and 7 year cohort and identify those who have done well and analyze the best practices from these schools.
Group IV Brenda Smylie	<ul style="list-style-type: none"> • Our strategies are evidence based and data driven • Our methodology is focused, grounded, and practical • Action oriented • Inclusive • Cindy reminded that the use of word inclusion – should be used in the broader sense of the word – address anything that can potentially marginalize and might impede the student from learning. 	<ul style="list-style-type: none"> • Focus the “at risk” group – these student tend to be overlooked • Collaboration and conversation with University level are useful