



**MINUTES OF THE MEETING HELD ON THURSDAY, November 25, 2021  
ZOOM MEETING**

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

Non-voting members		
Assistant Deputy Ministers	Jean-François Constant (MES) Georges Lemieux (Interim) (MEQ)	Regrets
DSREA	Boyd Lavallée Raphaël Charrier	Regrets
LEARN	Christine Truesdale	
LCEEQ Coordinator	John Ryan	
GUESTS Dr. T. Hollweck Dr. Tracy Vaillancourt		

### 1. WORDS OF WELCOME

Cindy Finn welcomed everyone reminding all that we were only a month away from Christmas and a well-deserved break. Cindy also welcomed Kim Quinn, representing the Cree School Board. She then offered a land acknowledgement.

### 2. APPROVAL OF THE MINUTES

Approval of the Minutes of the meeting held on September 9, 2021 with the following corrections: there was a typo in Holly Hampson’s name (Regrets) and the listing for PROCEDE should read Fred Greschner and Lucie Roy.

#### Resolution #91-2021-11-25

It was moved by Lucie Roy and seconded by Roma Medwid and unanimously resolved that the Minutes of the September 9, 2021 meeting be accepted as amended.

Cindy Finn informed the membership that **Angela Rosa** would no longer be serving as “Recording Secretary” given her new responsibilities at QESBA. She thanked Angela for her long service to LCEEQ. There was consensus that a token of appreciation be forwarded to Angela as a sign of appreciation and our good wishes with her new redefined duties.

### 3. “VALORIZATION” CONSULTATION

Cindy Finn reviewed the context of the consultation – the strategy to “Recognize, Recruit, and Valorize” was to improve the perception of teaching as a life-long career. QPAT was one of the many groups that presented a brief. Anne-Marie Rheubottom invited members to visit the QPAT website to read the document, while highlighting some of the findings as part of her oral report.

Her report included:

- Teachers feel privileged to be able to meet the needs of their students;
- Teachers are feeling that they are failures, more teachers leaving profession and less teachers going into the profession;
- Classes with numerous students with special needs;
- Cumbersome content of QEP;
- During the pandemic teachers focused on essential learning and cancellation of compulsory exams made time for more time to assist students, and the consolidation of essential learning;
- Managing IEP's - resulting in teachers having additional meetings;
- A noticeable increase in workplace violence.

Among the QPAT recommendations:

- Improve positive work environment
- Promote positive relationships
- Cutting subsidies to private schools
- More balanced classroom composition
- Move from grading to quality of education
- Increasing amount paid to cooperating teachers.

The Directors General did not submit a brief but did participate in informal discussions.

George Lemieux reported that there was no further details from the Ministry at this time but alluded to the fact that there was to be a mini budget released later the same day and encouraged members to pay attention to measures that may be introduced to address the government's response to the consultation.

John McMahan reported that there were numerous difficulties recruiting personnel ( e.g., Psychologists, Councilors) as job postings must be reopened multiple times.

The larger group broke into smaller discussion groups and then reported back to the whole table. Some of the reflections of these smaller groups can be found in **Annex I** of these Minutes.

#### **4. ACCOMPANIMENT PROJECT UPDATE**

Trista Hollweck reported that the analysis of the data received from the Needs Assessment Questionnaires (Teachers, Administrators, Consultants, Directors) was underway. She shared some of the data compiled to date reminding the Committee that an interim report was anticipated in December. She also outlined the next phase of the project which will focus on Social Network Analysis (SNA).

A copy of the slide deck used for the presentation to the LCEEQ can be found on the LCEEQ website.

#### **5. CHILDREN AND SCHOOLING DURING COVID-19 AND BEYOND: Engagement and Connection Through Opportunity** Royal Society of Canada (RSC) Task Force Report

Dr. Tracy Vaillancourt, the primary author of the Task Force Report, expanded on the ten recommendations found in the report published in August 2021.

<https://rsc-src.ca/en/covid-19-policy-briefing/children-and-schools-during-covid-19-and-beyond-engagement-and-connection>

## 6. LCEEQ BUSINESS ITEMS

### Report by the ADM – Georges Lemieux

- Tabling of Bill 9 on the National Student Protector – for better protection of the rights of Quebec Students  
The creation of a national Ombudsman with the objectives:
  - accelerate, standardize, and strengthen the efficiency of the complaints handling process, while ensuring greater fairness;
  - enhance the independence and transparency of the Student Ombudsman;
  - offer a more equitable treatment of complaints throughout Quebec by now including students from the private network;
  - ensure better accessibility and publicize this remedy.
- Valorization of Teachers
  - There has been no report on the consultation to date.
  - There is the possibility of incentives announced in the budget review
- New Finance Model for Handicap Codes
  - The Ministry is considering a more wholistic model in the application of resources for students with special needs. This may come into effect for the coming academic year.
- Data Availability
  - Many Ministerial financing decisions are based on data from previous academic years. There is an investigation of business intelligence tools so as to have “real time data”.
- Culture and Citizenship in Quebec
  - Major concern in the English Educational Community as different groups want to be consulted to ensure that various points of view are included in the programme.
- Plan for additional K4 classes
  - There will be information forthcoming about the number of classes to be included.
  - The revised programme (K4-K5) will be to adhere to the cycle approach.
- Infrastructure of schools/institutions
  - There is an emphasis on health and safety matters centering on ventilation and quality of water (lead content).
- Vaccinations
  - Schools will be used as vaccination sites for 5- 11 year-olds. Details to follow.
- Student Success
  - The Ministry is discussing various projects to support students including tutorials, social-linguistic camps to counter “Summer slide”. Such programmes are seen as particularly necessary following the pandemic.

### DSREA Report – Boyd Lavallée

- **Translation Services**

The Department has concluded contracts with freelance translators who are now providing additional support for the many documents requiring translation.

- The new Differentiated Instruction Guide is available in French and should be translated shortly.
- The COVID-19 Guide is translated and updated regularly.

## **Research Project**

John Ryan gave a report on the four “Small Group Meetings” that had been held to date (DEEN, LBPSB, QPAT, and RSB). He informed the group that thirteen additional sessions were scheduled and there were three others pending.

## **Conference 2022**

John Ryan reported that registration for the February 2022 Conference was launched to coincide with this meeting. The Coordinators at each Board/Association/Institution had received the necessary documentation so as to authorize participants. He reminded everyone that although a quota was set for each group that these are very flexible given that the conference is virtual. There is no need to have waiting lists as in previous years. If more spaces are required for any eligible group, a simple request to adjust the quota numbers is all that is required as long as there are spaces available.

## **Annual Report**

### **Resolution #92-2021-11-25**

It was moved by Dawn Wiseman and seconded by Stewart Aitken and unanimously resolved that the Annual Report 2020-2021 be adopted as distributed.

The Report will be available on the LCEEQ website.

### **Agenda Items for January 13, 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.

## **7. ADJOURNMENT**

On a motion by Melanie Massarelli the meeting was adjourned at 2:05.

## ANNEX I

Items are listed in no particular order:

- ❖ Evaluation piece - moving away from results-based to learning will be difficult - expectation of parents
- ❖ Cycle 3 - stressful for teachers to teach Grade 6, pressure of Ministerial exams
- ❖ Teachers are feeling defeated
- ❖ More and more teachers are looking into information concerning early retirement
- ❖ New teachers are giving up after a few years
- ❖ Evaluation is the central piece -we had an opportunity with the QEP to look at individual development
- ❖ We are part of a multi-level system based on summative evaluation
- ❖ Access to CEGEP level is based on student's exam marks
- ❖ Summative evaluations feed the R-scores
- ❖ All levels need to be included
- ❖ How do we address the issue in a competitive environment
- ❖ Need to find balance and support different pathways
- ❖ How do we reach those who don't follow the pathway from Secondary, CEGEP, University
- ❖ How do we address students' needs in the present, not always preparing them for the future
- ❖ How do we define educational success? School success and student success are not the same
- ❖ Getting past R-scores and statistics to what education is meant to be
- ❖ Difficulties recruiting, greater difficulties this year, even in key positions, especially in student support positions, despite reclassifying positions still no luck, a lot of interim positions, daily struggle, don't have the resources in the community, student behavior is really off, structures and routines help, even more difficult in more northern communities.
- ❖ Value of education up after last year, everyone is happy that students are back but they lost sense of what are the rules, relearning how to relate and socialize, Cycle 1 Secondary students didn't have a normal start, don't know how they fit.
- ❖ Hope of normalcy but "the hope" is then "recalled", community's patience level not where it needs to be.
- ❖ Key teachers become admin (sometimes interim), then they need to be replaced (always an empty seat), fluctuations in school board team as well, consultants sometimes asked to be sub, lots of breaks in services to students.
- ❖ Need to promote honest discussion (fearless inquiry), culture of self-advocacy/autonomy needs to be present in all groups
- ❖ Small actions make the difference to value the individual, take situation seriously, follow-up, addressing discipline shows support
- ❖ Increase in retirement interest, those who love their schools feel they are going out at the right time, willing to stick it out another year, but many can't see themselves continuing
- ❖ Graduates don't know where they fit, no matter where we are in our career or what role we fill, we all question our professional identity in some way.
- ❖ Incremental demands on teachers by parents came to head last year when parents were online with their children.
- ❖ Uncertainty is causing difficulty for teachers.

- ❖ Violence in the school caused by students' uncertainty about their lives i.e., unsettlement, unrest.
- ❖ They focused on grading as the core and causing pressure on teachers.
- ❖ Pressure for students to succeed – need to address at many levels – HS – CEGEP – University.
- ❖ Grade based evaluation is not helping students.
- ❖ Teachers not feeling prepared.
- ❖ Board success, student success and teacher success are not aligned.