



## MINUTES OF THE MEETING HELD ON JUNE 1, 2023

Lester B Pearson School Board Boardroom  
1925 Brookdale Avenue, Dorval, QC H9P 2Y7

Member Organization	Name	
<b>School Board Representatives</b>	Stewart Aitken – WQSB Mat Canavan– LBPSB Lynda da Silveira – SWLSB Deborah Foltin – ESSB (ZOOM) Stéphane Lagacé- CQSB (ZOOM) Eva Lettner - ETSB Jessica Saada – RSB (ZOOM) Anna Sanalidro – EMSB James Walker – NFSB	
<b>Complementary services:</b>	Lisa Falasconi - WQSB Marylène Perron - CQSB	Regrets Regrets
<b>Adult Education and Vocational Training</b>	Fred Greschner - SWLSB Lucie Roy – RSB	Regrets Regrets
<b>ADGESBQ - School Board Directors General</b>	Cindy Finn	
<b>CEGEPS</b>	John McMahon	Partial
<b>A.A.E.S.Q.</b>	Christie Brown Anna Villalta	
<b>I.S.A.T.</b>	Holly Hampson Sydney Benudiz	Regrets
<b>QPAT</b>	Andrew Adams Jennifer Baltuonis Mike Di Raddo Anne-Marie Rheubottom	Regrets  a.m. a.m.
<b>PROFESSIONALS' ASSOCIATIONS</b>	Caroline Erdos Lise Lecompte	Regrets
<b>Special-status Boards Educational Services Representatives</b>	Cree S.B. – Edith Sam Kativik S.B. – Erik Olsthoorn Littoral S.B. – Katia Tardif	Regrets Regrets
<b>English-sector Universities</b>	Bishops - Dawn Wiseman Concordia - Roma Medwid Joseph Levitan – McGill (ZOOM)	Regrets  a.m.

Non-voting members		
Assistant Deputy Ministers	Marie-Josée Blais	
DSREA	Boyd Lavallée Cheryl Cantin	
LEARN	Christine Truesdale (ZOOM)	Partial
LCEEQ Coordinator	John Ryan	
<b>GUESTS</b> <b>Avril Aitken (a.m.)</b> <b>Mario Argiropoulos - PROCEDE</b> <b>Brian Benoit - QPAT</b> <b>Hannah Chestnutt – McGill (ZOOM) -a.m.</b> <b>Marie Hamel – CS du Littoral</b> <b>Nathalie Rothschild – Concordia</b>  <b>Geoff Hipps (ZOOM)</b>		

## 1. WORDS OF WELCOME

Cindy Finn welcomed everyone to the meeting and then made a land acknowledgement. She particularly welcomed those new LCEEQ members who will begin their two-year mandate in September and attended this meeting as part of the transition process. Among this group Marie Hamel (CS du Littoral) and Edith Sam (Cree) attended their first meeting.

## 2. APPROVAL OF THE MINUTES

### Resolution #106-2023-06-01

It was moved by **Lynda da Silveira** and seconded by **Roma Medwid** and unanimously resolved that the Minutes of the Meeting of March 23, 2023, be approved with the “**Report pf the ADM** (p.4) be replaced by “**Report of the ADM**”.

### Resolution #107-2023-06-01

It was moved by **Roma Medwid** and seconded by **Christie Brown** and unanimously resolved that the Minutes of the Meeting of April 27-28, 2023, be approved as circulated.

## 3. LCEEQ Strategic Plan

**Geoff Hipps** joined the meeting via ZOOM to review the outcomes of the deliberations at the April Seminar and the review and compilation at the May Steering Committee meeting related to the development of the new Strategic Plan. An important consideration was the introduction of a fourth goal, “Create policies and procedures to increase the efficacy of the co-constructions of knowledge among members”.

#### **4. Bill 23 – Implications for the English-speaking Educational Community**

**Avril Aitken** animated a session that invited members to make recommendations as to the contents of a brief to be forwarded to the Minister given that LCEEQ was not invited to the public hearings. A copy of Bill 23 can be found in Appendix 1.

Following the meeting, several drafts of a Brief were written with a final draft version presented to the membership for approval. Following such, a Brief was forwarded to Minister Drainville on June 15, 2023. A copy of the LCEEQ Brief is included in Appendix 2.

#### **5. BILL 96 – Understanding the “Priority Clause” – Implications for the Network**

There is some confusion in the community as to the admission process regarding certificate holders and non-certificate holders in the enrollment process. John McMahon made a presentation to clarify such. He used a PowerPoint to present the policy at Vanier College (Appendix 3) stating that the general policies apply to all English CEGEPS.

#### **Response of le ministre des Finances et ministre responsable des Relations avec les Québécois d’expression anglaise, monsieur Eric Girard.**

LCEEQ invited Minister Girard to the June meeting to address some of the concerns of the English-speaking sector related to Bill 96. The Minister delegated his ADM responsible for the English community, **Mr. William Floch**, to represent him at the meeting, who expressed that there is good will to strengthen the collaboration with the English-speaking community. He stated that a focus was employability for youth to keep them involved in the province. This resulted in a number of questions related to adult and vocational education, particularly the need for teacher training programmes in English.

#### **6. LCEEQ BUSINESS ITEMS**

##### **Report of the ADM**

Marie-Josée Blais reported that the ombudsmen were selected and they appear on the web site. The procedure for treating complaints will be implemented by the end of August.

##### **DSREA Report**

Boyd Lavallée reported that an announcement is imminent related to a bachelor’s programme in Adult Education. This news was well received by the membership.

He also reported that an extension to the Entente Canada Quebec (ECQ) for one year and that the responsibility for ongoing discussion would be with the Secretariat.

##### **Conference 2024**

John Ryan reported that we have completed the tender process for February 2024 and that the successful submission was the Palace. He reminded the membership that the plan is that February 2024 will be in-person, while February 2025 will be virtual. The theme for 2024 is “Belonging” and the keynotes and featured speaker spots have been identified. A call for local proposals will be available in the Fall.

**Membership 2023-2025**

John Ryan provided an updated membership roster for the next two-year cycle. See Appendix 4.

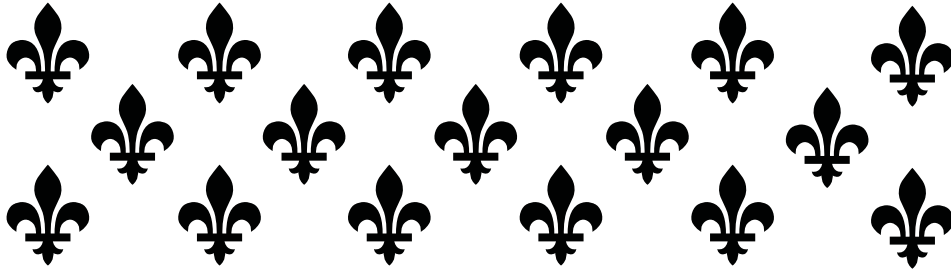
**Meeting Dates 2023-2024****Resolution #108-2023-06-01**

On a motion by Roma Medwid, seconded by Anna Sanalitro the dates distributed for 2023-2024 were approved. Motion carried.

The meeting schedule is included in Appendix 5.

**7. Adjournment**

On a motion by John McMahon the meeting was adjourned at 2:00.



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# NATIONAL ASSEMBLY OF QUÉBEC

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FIRST SESSION

FORTY-THIRD LEGISLATURE

Bill 23

**An Act to amend mainly the Education  
Act and to enact the Act respecting  
the Institut national d'excellence en  
éducation**

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**Introduction**

**Introduced by  
Mr. Bernard Drainville  
Minister of Education**

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**Québec Official Publisher  
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## EXPLANATORY NOTES

*This bill makes certain amendments to the Education Act relating to the governance of school service centres, mainly to entrust the Government with the appointment of the director general of each school service centre, as well as to confer on the director general responsibility for designating the school service centre's assistant director general and for appointing the principals of the school service centre's educational institutions. The bill allows the Minister of Education to fill a vacancy on a school service centre's board of directors if no person is designated to fill the position within a reasonable time. Every school service centre must enter into a management and accountability agreement with the Minister that includes national indicators as well as objectives and policy directions. The Minister is granted the power to annul a school service centre's decision where the decision is not consistent with the targets, objectives, policy directions and directives the Minister has established, and to make the decision that, in the Minister's opinion, ought to have been made in the first instance.*

*The bill also amends the Education Act to empower the Government to determine, by regulation, the standards by which certain educational services may be provided from a distance as well as to allow the Minister to prescribe, by regulation, the conditions and procedures relating to the mandatory continuing education of teachers. The Minister may, among other things, advise and support a school service centre in order to foster students' school success. Furthermore, jurisdiction is conferred on the Comité de gestion de la taxe scolaire de l'île de Montréal to provide services to any school service centre located outside the island of Montréal with which it enters into an agreement for that purpose.*

*The bill enacts the Act respecting the Institut national d'excellence en éducation, which creates an institute whose mission is to promote excellence in educational services for preschool education and for elementary and secondary school education. The new Act defines the institute's functions, determines its rules of organization and operation and provides that, among other things, the institute is to be administered by a board of directors consisting of nine members, including four persons working in the field of preschool education or of elementary or secondary school education.*

*The bill amends the Act respecting the Conseil supérieur de l'éducation, including its title, to replace the name "Conseil supérieur de l'éducation" by "Conseil de l'enseignement supérieur" and to limit the council's functions to matters relating to higher education and revise its composition.*

*In addition, the bill provides that the Minister's functions are to include seeing to educational success, ensuring monitoring of students' educational path and fostering education system resources management and planning based on, among other things, knowledge of students' needs. The Minister may designate an education information filing and communication system to, among other things, support the management of the education network by simplifying communications. The Minister may oblige certain bodies to use the system to host and communicate information. Furthermore, the person acting as the delegated manager of government digital data for the department is responsible for authorizing certain communications and uses of information. The manager is required to keep a register of every communication or use the manager has authorized and requires the Minister to publish the register on the Minister's department's website. In addition, the Minister may require certain bodies to use any information resource service the Minister designates, including a decision support tool.*

*Lastly, the bill includes consequential amendments and transitional provisions.*

#### **LEGISLATION ENACTED BY THIS BILL:**

– Act respecting the Institut national d'excellence en éducation (*insert the year and chapter number of this Act and the number of the section of this Act that enacts the Act respecting the Institut national d'excellence en éducation*).

#### **LEGISLATION AMENDED BY THIS BILL:**

- Financial Administration Act (chapter A-6.001);
- Act respecting the Conseil supérieur de l'éducation (chapter C-60);
- Act respecting school elections to elect certain members of the boards of directors of English-language school service centres (chapter E-2.3);

- Act respecting private education (chapter E-9.1);
- Act respecting the governance of state-owned enterprises (chapter G-1.02);
- Education Act (chapter I-13.3);
- Act respecting the Ministère de l'Éducation, du Loisir et du Sport (chapter M-15);
- Act respecting the process of negotiation of the collective agreements in the public and parapublic sectors (chapter R-8.2);
- Act respecting the Government and Public Employees Retirement Plan (chapter R-10);
- Act respecting the Pension Plan of Management Personnel (chapter R-12.1).



## Bill 23

### AN ACT TO AMEND MAINLY THE EDUCATION ACT AND TO ENACT THE ACT RESPECTING THE INSTITUT NATIONAL D'EXCELLENCE EN ÉDUCATION

THE PARLIAMENT OF QUÉBEC ENACTS AS FOLLOWS:

#### CHAPTER I

#### PROVISIONS RELATING TO SCHOOL GOVERNANCE AND EDUCATIONAL SERVICES

#### EDUCATION ACT

**1.** Section 22.0.1 of the Education Act (chapter I-13.3) is amended by inserting “, subject to sections 259 and 260 and to the conditions and procedures prescribed under section 457” at the end of the first paragraph.

**2.** The Act is amended by inserting the following section after section 68:

“**68.1.** The members of the governing board may participate in a meeting of the governing board through means that allow the persons participating in or attending the meeting to communicate directly with each other, unless the governing board’s internal management rules provide otherwise.

At least one governing board member or the principal must however be physically present at the place of the meeting.

A governing board member who participates in a meeting through such means is deemed to be present at the meeting.”

**3.** Section 79 of the Act is replaced by the following section:

“**79.** The governing board must be consulted by the school service centre concerning the amendment or revocation of the school’s deed of establishment.

It must be consulted by the director general of the school service centre or the person designated by the director general concerning the selection criteria for the appointment of the principal.”

**4.** Section 96.8 of the Act is amended by inserting “director general of the” before all occurrences of “school service centre”.

**5.** Section 96.9 of the Act is amended by inserting “director general of the” after “The”.

**6.** Section 96.10 of the Act is amended by inserting “director general of the” after “by the” in the second paragraph.

**7.** Section 96.12 of the Act is amended by adding the following paragraph at the end:

“The principal also exercises any other function entrusted to him by the director general of the school service centre.”

**8.** Section 96.26 of the Act is amended by inserting “director general of the” before “school” in the second paragraph.

**9.** Section 110.1 of the Act is replaced by the following section:

**“110.1.** The governing board must be consulted by the school service centre concerning the amendment or revocation of the centre’s deed of establishment.

It must be consulted by the director general of the school service centre or the person designated by the director general concerning the selection criteria for the appointment of the principal.”

**10.** Section 110.5 of the Act is amended by inserting “director general of the” before all occurrences of “school service centre”.

**11.** Section 110.7 of the Act is amended by inserting “director general of the” after “by the” in the second paragraph.

**12.** Section 110.13 of the Act is amended by replacing “and sixth” by “, sixth and seventh”.

**13.** Section 158 of the Act is amended by replacing “another member sitting on the school service centre’s board of directors as a parent representative designated by the board of directors for that purpose shall exercise his functions and powers” by “the board of directors shall designate, to exercise the chair’s functions and powers, a member sitting as a parent representative or, if all the members sitting as parent representatives are absent or unable to act or if all the seats from that category are vacant, any other board member”.

**14.** Section 160 of the Act is amended by inserting “in office after “members”.

**15.** Section 169 of the Act is amended, in the first paragraph,

(1) by replacing “The school service centre’s board of directors may provide that, in the cases and on the conditions determined by by-law, any board member may” by “The members of the school service centre’s board of directors may”;

(2) by inserting “, unless the operating rules provide otherwise” at the end.

**16.** The Act is amended by inserting the following section after section 175.11:

**“175.12.** If a vacancy referred to in any of sections 175.10 to 175.11 is not filled within a reasonable time, the Minister may designate a person who has the required qualifications and meets the conditions required to fill the seat.”

**17.** Section 193.1 of the Act is amended, in the fourth paragraph,

(1) by replacing “the members of the school service centre’s board of directors” by “the school service centre’s director general”;

(2) by replacing “by the school service centre” by “by the director general”;

(3) by replacing “, 110.5 or 198” by “and 110.5”;

(4) by striking out the following sentence: “It shall also propose to the school service centre’s board of directors criteria for evaluating the school service centre’s director general.”

**18.** Section 198 of the Act is replaced by the following sections:

**“198.** The director general of each school service centre is appointed by the Government, on the recommendation of the Minister, for a term not exceeding five years.

At the expiry of his term, the director general shall remain in office until replaced or reappointed.

**“198.1.** The remuneration, employee benefits and other conditions of employment of the director general of a school service centre are determined by the Government.

**“198.2.** The director general shall designate an assistant director general in accordance with the regulation of the Minister made under section 451.

In the cases prescribed by the regulation, the director general may appoint, in the same manner, more than one assistant director general.

**“198.3.** The director general and the assistant director general must, as soon as possible after taking office, undergo the training developed by the Minister for them under the third paragraph of section 459.5.”

**19.** Section 200 of the Act is repealed.

**20.** Section 201 of the Act is amended by adding the following sentence at the end of the second paragraph: “The director general shall also carry out any mandate entrusted to him by the Minister.”

**21.** Section 201.1 of the Act is replaced by the following section:

**“201.1.** The assistant director general shall, on pain of sanctions up to and including revocation, exercise the functions of that office exclusively.

The assistant director general may, however, with the director general’s consent, hold an office or position or provide a service, whether or not remunerated.”

**22.** Section 201.2 of the Act is replaced by the following section:

**“201.2.** The director general and the assistant director general may not, on pain of sanctions up to and including revocation, have any direct or indirect interest in an enterprise that places their personal interest in conflict with the interest of the school service centre.

However, such sanctions do not apply if the interest is acquired by succession or gift, provided they renounce or dispose of it promptly.”

**23.** Section 203 of the Act is amended

(1) by replacing all occurrences of “school service centre” in the third paragraph by “Minister”;

(2) by adding the following paragraph at the end:

“If the office of director general becomes vacant, the assistant director general, or the assistant director general designated by the Minister, shall act as interim director general until the Government appoints a new director general.”

**24.** The Act is amended by inserting the following section after section 209:

**“209.0.1.** A school service centre that is informed that a student who attends one of its institutions has been admitted to the educational services of another school service centre or of an educational institution governed by the Act respecting private education (chapter E-9.1) shall communicate, as soon as possible, to the other school service centre or the educational institution the information concerning the student that is necessary for the organization and provision of the educational services.”

**25.** The Act is amended by inserting the following section after section 214.3:

**“215.** A school service centre shall enter into an annual management and accountability agreement with the Minister.

The management and accountability agreement shall include

- (1) the national indicators determined under section 459.1;
- (2) the policy directions, objectives or targets that must be taken into account in preparing the school service centre’s commitment-to-success plan in accordance with section 459.2;
- (3) the terms governing the coordination of the entire strategic planning process that are prescribed under section 459.3;
- (4) the objectives or targets relating to the administration, organization or operation of the school service centre that are determined under section 459.5.4;
- (5) the measures recommended or required by the Minister under section 215.2;
- (6) the ministerial policy directions and priorities applicable to the school service centre; and
- (7) any other objective, target or priority specific to the school service centre for the duration of the agreement.

The agreement must set out, with regard to the objectives, targets, priorities and policy directions referred to in subparagraphs 4, 6 and 7 of the second paragraph, the means to be implemented to follow up on them and the main indicators to be used in reporting to the Minister on the results.”

**26.** Section 219 of the Act is amended by inserting “, other than the information referred to in section 6.8 of the Act respecting the Ministère de l’Éducation, du Loisir et du Sport (chapter M-15),” after “information”.

**27.** Section 240 of the Act is amended by adding the following paragraph at the end:

“The school service centre may organize and provide, in that school, special welcoming services and French language-learning support services or educational services in specialized classes or groups referred to in section 235 to students who are not admitted to the special project for which the school is established.”

**28.** The Act is amended by inserting the following section after section 318:

**“319.** The school service centre shall collect the school tax itself. However, it may enter into an agreement with the Comité de gestion de la taxe scolaire de l’île de Montréal in order for the Comité to exercise, on behalf of the school service centre, all or part of the functions and powers conferred on the school service centre with regard to collecting the school tax.”

**29.** Section 399 of the Act is amended by adding the following sentence at the end of the second paragraph: “The Comité also has jurisdiction to provide services in those matters to any other school service centre with which it enters into an agreement for that purpose under section 319.”

**30.** Section 402 of the Act is amended, in subparagraph 2 of the first paragraph,

(1) by replacing “two” by “four”;

(2) by replacing “one person chosen” by “three persons chosen”.

**31.** Section 415 of the Act is amended by inserting “the first paragraph of section 162,” after “161,”.

**32.** Section 420 of the Act is amended by replacing the second paragraph by the following paragraphs:

“The director general shall assist the members of the Comité in the exercise of their functions and powers. He shall be responsible for the day-to-day management of the Comité’s activities and resources, see that the decisions of the Comité are carried out and perform the duties that the Comité assigns to him.

The director general shall, on pain of forfeiture of office, exercise the functions of that office exclusively. He may, however, hold an office or position or provide a service, provided that no remuneration or other direct or indirect benefit is granted to him for it. The director general may also, with the Comité’s consent, hold an office or position or provide a service for which remuneration or another direct or indirect benefit is granted to him.

The director general may not, on pain of forfeiture of office, have any direct or indirect interest in an enterprise that places his personal interest in conflict with the interest of the Comité. However, forfeiture of office is not incurred if the interest is acquired by succession or gift, provided the director general renounces or disposes of it promptly.

The suspension or dismissal of the director general and the termination of his term of office require the vote of at least two-thirds of the members of the Comité.”

**33.** The Act is amended by inserting the following section after section 448.1:

“**449.** The Government may, by regulation,

(1) determine, from among the exceptional or unforeseeable circumstances that prevent such services from being received at school, those in which the preschool education services and elementary and secondary school instructional services prescribed by the basic school regulation made under section 447 may be provided from a distance, on the terms and conditions prescribed by the Government; and

(2) prescribe the terms and conditions according to which the home or hospital special instructional services prescribed by the basic school regulation may be provided from a distance.

The regulation may, among other things,

(1) require the authorization of the Minister in certain cases;

(2) empower the Minister to grant, following a request giving reasons, authorization for a student or a group of students to receive educational services from a distance according to rules that depart from a provision of the regulation made under this section or a provision of the basic school regulation, subject to the rules governing certification of studies; and

(3) specify the cases where the requirement under section 11 of the Act respecting private education (chapter E-9.1) to include an indication in the permit does not apply.”

**34.** The Act is amended by inserting the following section after section 456.1:

“**457.** The Minister may, by regulation, prescribe the conditions and procedures relating to the continuing education referred to in section 22.0.1 of this Act and section 54.12 of the Act respecting private education (chapter E-9.1), including those pertaining to recognition of the content of the continuing education activities, to methods for monitoring, supervising or evaluating the continuing education requirements and, where applicable, to exemptions.

The regulation may entrust functions in that area to a person or body, in particular to a school principal or the principal of a centre, to an institution governed by the Act respecting private education or to the Institut national d'excellence en éducation.”

**35.** Section 458 of the Act is repealed.

**36.** The Act is amended by inserting the following section after section 459:

**“459.0.0.1.** The Minister may determine, for all school service centres or based on the situation of one or certain school service centres, policy directions that must be taken into account in organizing educational services.”

**37.** The Act is amended by inserting the following section after section 459.4:

**“459.4.1.** The Minister may evaluate students’ needs in connection with their educational success. For that purpose, the Minister may determine the tools, targets and indicators enabling the detection of risk factors for students’ school success and may, if the Minister considers it useful, analyze the situation of certain students or groups of students.

Where, under the first paragraph, the Minister finds that certain students or groups of students present risk factors jeopardizing their school success, the Minister may inform the school service centre concerned and discuss with it the measures to be taken. The Minister may, if he considers it necessary, advise and support the school service centre in order to foster the school success of those students.”

**38.** Section 459.5 of the Act is amended

(1) by inserting the following paragraph after the second paragraph:

“The Minister shall develop the content of the training for the directors general and assistant directors general of school service centres and see that the training is provided to them.”;

(2) by replacing “the first and second paragraphs” in the third paragraph by “this section”.

**39.** Section 459.5.3 of the Act is amended

(1) by replacing both occurrences of “education” in the first paragraph by “educational services”;

(2) by replacing “education services” in subparagraph 1 of the second paragraph by “educational services”.

**40.** The Act is amended by inserting the following section after section 459.6:

**“459.7.** If the Minister is of the opinion that a decision made by a school service centre is not consistent with the targets, objectives, policy directions and directives he has established in accordance with this Act, he shall inform the school service centre.



The school service centre has 15 days to give the Minister the reasons for its decision. Where applicable, it shall also inform him, within that period, of its intention to overturn, entirely or in part, that decision and of the decision it intends to make.

If the school service centre does not give reasons within the prescribed period or if the reasons given or the decision it intends to make are not to the Minister's satisfaction, the Minister may then annul, entirely or in part, the school service centre's decision and make the decision that, in his opinion, ought to have been made in the first instance.

This section applies, with the necessary modifications, where the Minister is of the opinion that a decision should be made to ensure that the school service centre complies with the targets, objectives, policy directions and directives he has established."

**41.** Section 464 of the Act is amended by replacing "and teacher and the Conseil supérieur de l'éducation" by "and teacher".

**42.** Division II.1 of Chapter VII of the Act, comprising sections 477.13 to 477.28, is repealed.

#### ACT RESPECTING THE CONSEIL SUPÉRIEUR DE L'ÉDUCATION

**43.** The title of the Act respecting the Conseil supérieur de l'éducation (chapter C-60) is replaced by the following title:

"Act respecting the Conseil de l'enseignement supérieur".

**44.** The preamble of the Act is repealed.

**45.** Section 1 of the Act is amended by replacing "of the "Conseil supérieur de l'éducation"" by ""Conseil de l'enseignement supérieur"".

**46.** Section 2 of the Act is amended by replacing "22" by "12".

**47.** Section 4 of the Act is amended

(1) by replacing "parents, teachers, school board members" in the first paragraph by "teachers, professors and other staff members, including persons holding a management position, educational institutions";

(2) by striking out "after consultation with the Minister of Higher Education, Research, Science and Technology" in the second paragraph.

**48.** Section 9 of the Act is amended

(1) by replacing “and the Minister of Higher Education, Research, Science and Technology on any matter relating to education” in the first paragraph by “on any matter relating to higher education”;

(2) by replacing “to the Ministers on the state and needs of education” in the second paragraph by “to the Minister on the state and needs of higher education”;

(3) in the third paragraph,

(a) by striking out “of Education, Recreation and Sports”;

(b) by replacing “education” by “higher education”.

**49.** Section 10 of the Act is amended

(1) in paragraph 1,

(a) by replacing “advise or make recommendations to the Ministers” by “give opinions or make recommendations to the Minister”;

(b) by replacing “education” by “higher education”;

(2) by replacing “education” in paragraph 2 by “higher education”.

**50.** Section 10.1 of the Act is replaced by the following section:

**“10.1.** The Council shall give the Minister its opinion on any draft regulation the Minister is required to submit to the Council and on any matter submitted to it by the Minister.

When the Minister submits a matter to the Council for an opinion, he shall indicate the time limit within which the opinion must be given. The time limit may not be less than 30 days.”

**51.** Section 14.1 of the Act is amended by striking out “and the Minister of Higher Education, Research, Science and Technology” in the first paragraph.

**52.** Section 30.1 of the Act is amended by replacing “Education, Recreation and Sports” by “Higher Education, Research, Science and Technology”.

## ACT RESPECTING SCHOOL ELECTIONS TO ELECT CERTAIN MEMBERS OF THE BOARDS OF DIRECTORS OF ENGLISH-LANGUAGE SCHOOL SERVICE CENTRES

**53.** Section 200.2 of the Act respecting school elections to elect certain members of the boards of directors of English-language school service centres (chapter E-2.3) is repealed.

## ACT RESPECTING PRIVATE EDUCATION

**54.** The Act respecting private education (chapter E-9.1) is amended by inserting the following section after section 38:

**“38.1.** An institution that is informed that a student who attends the institution has been admitted to the educational services of another institution governed by this Act or of a school service centre shall communicate, as soon as possible, to that institution or school service centre the information concerning the student that is necessary for the organization and provision of the educational services.”

**55.** Section 54.12 of the Act is amended by inserting “, subject to the conditions and procedures prescribed under section 457 of the Education Act (chapter I-13.3)” at the end of the first paragraph.

**56.** Section 64 of the Act is amended by inserting “, other than those referred to in section 6.8 of the Act respecting the Ministère de l’Éducation, du Loisir et du Sport (chapter M-15),” after “information”.

## CHAPTER II

### ENACTMENT OF THE ACT RESPECTING THE INSTITUT NATIONAL D’EXCELLENCE EN ÉDUCATION

**57.** The Act respecting the Institut national d’excellence en éducation, the text of which appears in this chapter, is enacted.

### “ACT RESPECTING THE INSTITUT NATIONAL D’EXCELLENCE EN ÉDUCATION

#### “CHAPTER I

#### “ESTABLISHMENT

**“1.** An institute to be known as the “Institut national d’excellence en éducation” is established.

**“2.** The institute is a legal person and a mandatary of the State.

The institute's property forms part of the domain of the State, but the execution of its obligations may be levied against its property.

The institute binds none but itself when it acts in its own name.

**“3.** The institute's head office is in the territory of Ville de Québec. A notice of the location and of any change in location of the head office must be published in the *Gazette officielle du Québec*.

## **“CHAPTER II**

### **“MISSION AND FUNCTIONS**

**“4.** The institute's mission is to promote excellence in educational services for preschool education and for elementary and secondary school education.

The institute must carry out that mission in keeping with the principles of rigour, objectivity, transparency and cooperation with organizations that can contribute to the mission.

**“5.** More particularly, the institute's mission consists in

(1) identifying, in collaboration with the Minister and school system stakeholders, priority issues that would benefit from its work;

(2) preparing and keeping up to date a summary of the scientific knowledge available in Québec and elsewhere concerning educational success and students' well-being;

(3) identifying best practices, drawing up recommendations and keeping them up to date, disseminating them to school system stakeholders and making them public, together with the rationale for them and the information used in drawing them up;

(4) fostering implementation of its recommendations, mainly by developing and disseminating practical training activities, in particular for the benefit of school staff, or other knowledge transfer tools that promote pedagogical practices and methods proven by scientific research to be effective;

(5) contributing to training of and support for school staff;

(6) giving, at the Minister's request, an opinion on the determination of the qualifications required of teachers at the preschool education level or the elementary or secondary school level to obtain a teaching licence;

(7) giving, at the Minister's request, an opinion on teacher training programs for preschool education and for elementary and secondary school education;

(8) recognizing, in accordance with the regulation made under section 457 of the Education Act (chapter I-13.3), the content of certain continuing education activities;

(9) advising the Minister on any matter relating to education and, for that purpose, reporting to the Minister at least every two years on the state and needs of education; and

(10) carrying out any other mandate entrusted to it by the Minister.

**“6.** The institute must give its opinion on any matter the Minister submits to it with respect to the fields or subjects within its purview.

The institute’s opinion must include recommendations, unless the nature of the request precludes it.

**“7.** A public body within the meaning of the Act respecting Access to documents held by public bodies and the Protection of personal information (chapter A-2.1) that holds information whose nature is related to the institute’s mission must provide the institute with the non-personal information it requests that is necessary for the purposes of this Act.

The public body referred to in the first paragraph must, as far as possible, provide the institute with all necessary assistance where the information requested must be collected or compiled.

### **“CHAPTER III**

#### **“ORGANIZATION AND OPERATION**

**“8.** The institute is administered by a board of directors consisting of nine members.

The members are

(1) the board chair;

(2) the president and chief executive officer;

(3) four persons working in the field of preschool education or of elementary or secondary school education, as follows:

(a) one teacher;

(b) one school guidance counsellor;

(c) one person who is not a teacher or a school guidance counsellor but who provides educational services to students; and

- (d) one member of the executive staff;
- (4) a full or associate university professor;
- (5) a member from an organization working in the fields of school perseverance and school success; and
- (6) another person who is not referred to in subparagraphs 3 to 5.

The members are appointed by the Government, on the Minister's recommendation. Members referred to in subparagraphs 3 to 5 of the second paragraph are appointed after consulting with organizations that the Minister considers to be representative.

In addition, the composition of the board of directors must allow the presence of at least one person working in an English-language school service centre and at least one person working in a private educational institution.

The chief scientist, the Deputy Minister of Education, Recreation and Sports, the Deputy Minister of Higher Education, Research, Science and Technology, the Deputy Minister of Economy and Innovation and the president of the Conseil de l'enseignement supérieur, or any person each of them may designate, are to act as observers. They have the right to attend the meetings of the board and receive and keep the documents provided to board members. They have the right to speak, but not the right to vote.

**“9.** The president and chief executive office exercises the functions of offi on a full-time, exclusive basis.

If the president and chief executive officer is absent or unable to act, the board of directors may designate a member of the institute's personnel to temporarily exercise the functions of that position.

**“10.** The quorum at board meetings is a majority of the board members, including the chair of the board.

**“11.** The functions of the board of directors include

- (1) preparing an annual plan of the institute's activities as well as the related budget, and sending them to the Minister for approval, on the date and in the form determined by the Minister;

- (2) adopting the code of ethics applicable to any outside experts the board may call on for the exercise of its functions;

- (3) making public on the institute's website, and in any other manner that it considers appropriate, the summary and recommendations referred to in paragraphs 2 and 3, respectively, of section 5 and, 60 days after sending them to the Minister, the opinions and recommendations given under section 6;

(4) adopting a policy concerning the intellectual property rights of the texts, research and reports commissioned by the institute and submit it to the Minister for approval, with or without amendments; and

(5) making by-laws concerning the exercise of its powers, and its internal management.

**“12.** The institute establishes a scientific committee and a teacher training program advisory committee.

Subject to this section and sections 13 and 14, the composition of the above committees and their mode of operation are determined by the institute.

The Government determines the remuneration, employee benefits and other conditions of employment of the members of the institute's committees. Those members are also entitled to reimbursement of expenses incurred in the exercise of their functions, on the conditions and to the extent determined by the Government.

**“13.** The scientific committee proposes the methods to be used by the institute to prepare its summary of scientific knowledge, identify best practices and draw up recommendations under paragraphs 2 and 3 of section 5. The committee also gives opinions on the institute's draft recommendations.

The composition of the committee must reflect the scientific disciplines related to the elements of its mission, that is, educational services for preschool education and for elementary and secondary school education.

**“14.** The mandate of the teacher training program advisory committee is to give an opinion, at the Minister's request, on the determination of the qualifications required of teachers. The committee also gives its opinion on teacher training programs under paragraphs 6 and 7 of section 5.

The committee also advises the Minister of Higher Education, Research, Science and Technology on the funding of university-level teacher education programs.

Before giving an opinion on a training program, the committee consults the administrative committee established by the Minister of Higher Education, Research, Science and Technology to advise the Minister with respect to university training programs.

The committee must be composed in equal parts of persons from the fields of preschool education and elementary and secondary school education and persons from the university education sector.

The committee submits its opinions intended for the Minister to the board of directors. The board of directors may then comment on the opinions. The board of directors then sends the committee's opinions, together with the board's comments, if applicable, to the Minister.

The Minister may determine the terms that the committee must comply with when giving its opinions on teacher training programs, including the periods during which the committee's opinions, together with the board's comments, if applicable, must be sent to the Minister.

**“15.** When drawing up its recommendations, the institute takes into consideration the foreseeable consequences of the recommendations on the education system's resources and stakeholders as well as the time necessary for implementing them.

**“16.** The institute may enter into agreements with any group or body able to provide the information necessary to draw up its recommendations.

The institute may also enter into an agreement with a government other than the Gouvernement du Québec, a department of such a government, an international organization, or a body of such a government or organization.

**“17.** The members of the institute's personnel are appointed in accordance with the staffin plan and the standards established by a by-law of the institute.

Subject to the provisions of a collective agreement, the institute determines, by by-law, the standards and scales of remuneration, employee benefits and other conditions of employment of the members of its personnel in accordance with the conditions determined by the Government.

#### **“CHAPTER IV**

#### **“FINANCIAL PROVISIONS AND REPORTS**

**“18.** The institute's fiscal year ends on 31 March.

**“19.** The financial statements and the annual management report of the institute must contain the information required by the Minister. The annual management report must also give an account of the institute's use of the personal information communicated to it for the purposes of this Act as well as an account of board members' attendance at board meetings and of their remuneration, if applicable.

**“20.** The institute's books and accounts are audited by the Auditor General every year and whenever the Government so orders.

The Auditor General's report must be submitted with the institute's financial statements.

**“21.** The institute may not accept or receive sums or property from sources that could undermine its independence or place it in a conflict of interest situation.



**“22.** The Government may, on the conditions and in the manner it determines,

(1) guarantee payment of the principal of and interest on any loan contracted by the institute, and the performance of any of its obligations; and

(2) authorize the Minister of Finance to advance to the institute any amount considered necessary to meet its obligations or pursue its mission.

[[The sums paid under this section are taken out of the Consolidated Revenue Fund.]]

**“23.** The institute may not, without the Government’s authorization,

(1) contract a loan that causes the total of its outstanding loans to exceed the amount determined by the Government;

(2) make a financial commitment in excess of the limits or in contravention of the terms determined by the Government;

(3) acquire or dispose of other assets in excess of the limits or in contravention of the terms determined by the Government; or

(4) accept a gift or legacy to which a charge or condition is attached.

**“24.** The institute must provide the Minister with all information the Minister requires concerning its activities, within the time limits and in the form specified by the Minister.

**“25.** Chapter II of the Public Administration Act (chapter A-6.01) applies to the institute as if it were a body designated under the second paragraph of section 5 of that Act.

## **“CHAPTER V**

### **“AMENDING PROVISIONS**

#### **“FINANCIAL ADMINISTRATION ACT**

**“26.** Schedule 2 to the Financial Administration Act (chapter A-6.001) is amended by inserting “Institut national d’excellence en éducation” in alphabetical order.

#### **“ACT RESPECTING THE GOVERNANCE OF STATE-OWNED ENTERPRISES**

**“27.** Schedule I to the Act respecting the governance of state-owned enterprises (chapter G-1.02) is amended by inserting “Institut national d’excellence en éducation” in alphabetical order.

“ACT RESPECTING THE PROCESS OF NEGOTIATION OF THE  
COLLECTIVE AGREEMENTS IN THE PUBLIC AND PARAPUBLIC  
SECTORS

“**28.** Schedule C to the Act respecting the process of negotiation of the collective agreements in the public and parapublic sectors (chapter R-8.2) is amended by inserting “—Institut national d’excellence en éducation” in alphabetical order.

“ACT RESPECTING THE GOVERNMENT AND PUBLIC  
EMPLOYEES RETIREMENT PLAN

“**29.** Schedule I to the Act respecting the Government and Public Employees Retirement Plan (chapter R-10) is amended by inserting “Institut national d’excellence en éducation” in paragraph 1 and in alphabetical order.

“ACT RESPECTING THE PENSION PLAN OF MANAGEMENT  
PERSONNEL

“**30.** Schedule II to the Act respecting the Pension Plan of Management Personnel (chapter R-12.1) is amended by inserting “Institut national d’excellence en éducation” in paragraph 1 and in alphabetical order.

“CHAPTER VI

“MISCELLANEOUS AND FINAL PROVISIONS

“**31.** Subject to the conditions of employment applicable to them, the employees of the Ministère de l’Éducation, du Loisir et du Sport assigned to functions entrusted to the institute by this Act and identified by the Minister become employees of the institute on the date determined by the Minister, which may not be later than *(insert the date that is two years after the date of coming into force of this section)*.

“**32.** An employee transferred to the institute under section 31 who, on the date of the transfer, was a public servant with permanent tenure may apply for a position in the public service offered as a transfer or enter a promotion-only qualification process for such a position in accordance with the Public Service Act (chapter F-3.1.1).

The same applies in the case of an employee transferred to the institute who, on the date of the transfer, was a public servant who had not acquired permanent tenure, other than a casual employee, provided the employee successfully completes the remainder of the probationary period required under section 13 of the Public Service Act at the institute before applying for a position offered as a transfer.

**“33.** An employee referred to in section 32 who applies for a position in the public service offered as a transfer or enters a promotion selection process may apply to the Chair of the Conseil du trésor for an assessment of the classification that would be assigned to the employee in the public service. The assessment must take into account the classification the employee had in the public service on the date of the transfer as well as the years of experience and the level of schooling attained while in the employ of the institute.

If an employee is selected to hold the position in the public service offered as a transfer following the application of section 32, the Deputy Minister or the chief executive officer of the body establishes the employee’s classification compatible with the assessment provided for in the first paragraph.

Employees referred to in the second paragraph of section 32 who, at the time of their transfer to the institute, had not completed the period of continuous employment required for the purposes of section 14 of the Public Service Act to acquire permanent tenure and who, at the time a classification is established for them under the second paragraph, still have not completed the equivalent of that period by adding the time served in the public service before transferring to the institute and that served as an institute employee must, before acquiring permanent tenure, complete the remainder of that period from the day a classification is established for them.

If an employee obtains a position in the public service after taking part in a promotion selection process under section 32, their classification must take into account the criteria set out in the first paragraph.

**“34.** If some or all of the institute’s operations are discontinued, an employee referred to in section 31 who had permanent tenure at the time of their transfer is entitled to be placed on reserve in the public service with the same classification they had on the date of the transfer.

An employee referred to in the second paragraph of section 32 is entitled to be placed on reserve in the public service only if, at the time some or all of the institute’s operations are discontinued, the time accumulated in the public service before their transfer to the institute and the time accumulated as an employee of the institute is at least equivalent to the continuous period of employment provided for in section 14 of the Public Service Act.

If some of the institute’s operations are discontinued, the employee continues to exercise their functions within the institute until the Chair of the Conseil du trésor is able to assign them a position in accordance with section 100 of the Public Service Act.

When assigning a position to an employee referred to in this section, the Chair of the Conseil du trésor determines their classification taking into account the criteria set out in the first paragraph of section 33.

**“35.** An employee with permanent tenure referred to in section 31 who, in accordance with the conditions of employment applicable to them, refuses to be transferred to the institute is temporarily assigned to the institute until the Chair of the Conseil du trésor is able to assign the employee a position in accordance with section 100 of the Public Service Act.

**“36.** Subject to remedies available under a collective agreement or provisions in lieu of a collective agreement, an employee referred to in section 31 who is dismissed may bring an appeal under section 33 of the Public Service Act if they were a public servant with permanent tenure on the date of their transfer to the institute.

The same applies in the case of an employee referred to in the second paragraph of section 32 who has successfully completed the remainder of the probationary period required under section 13 of the Public Service Act at the institute.

**“37.** Sections 31 to 36 apply to the employees of the Conseil supérieur de l’éducation assigned to functions entrusted to the institute and identified by the Minister in accordance with an agreement entered into between the Minister and the Minister of Higher Education, Research, Science and Technology.

**“38.** The Minister of Education, Recreation and Sports is responsible for the administration of this Act.”

### **CHAPTER III**

#### **PROVISIONS RELATING TO THE MINISTER OF EDUCATION, RECREATION AND SPORTS**

#### **ACT RESPECTING THE MINISTÈRE DE L’ÉDUCATION, DU LOISIR ET DU SPORT**

**58.** The preamble of the Act respecting the Ministère de l’Éducation, du Loisir et du Sport (chapter M-15) is amended by striking out “with powers commensurate with the functions vested in a Conseil supérieur de l’éducation” in the fourth paragraph.

**59.** The Act is amended by inserting the following before section 1:

#### **“DIVISION I**

#### **“RESPONSIBILITIES OF THE MINISTER”.**

**60.** Section 2 of the Act is amended

(1) by striking out “and overseeing the quality of the educational services provided by those institutions” in paragraph 2;

(2) by inserting the following paragraph after paragraph 2:

“(2.1) seeing to the quality and improvement of the educational services provided by educational institutions and, to that end, assessing the quality of those services;”;

(3) by adding the following paragraphs after paragraph 4:

“(5) seeing to educational success;

“(6) ensuring monitoring of students’ educational path and, in particular, identifying its determinants so as to positively influence it, identifying difficulties as well as the interventions capable of fostering educational success, measuring the effectiveness of those interventions and monitoring the evolution of certain specific trends; and

“(7) fostering education system resources management and planning based on, among other things, knowledge of students’ needs and, to that end, collecting the information necessary to assess those needs and to make that assessment.”

**61.** The Act is amended by inserting the following division after section 5:

## “DIVISION II

### “INFORMATION IN EDUCATION

“**5.1.** Where the Ministère de la Famille, des Aînés et de la Condition féminine or the Ministère de la Santé et des Services sociaux holds information whose nature is related to the Minister’s functions, it shall communicate to the Minister the non-personal information he requests that is necessary for the exercise of his functions.

“**6.** For the purposes of this division, the following are bodies:

(1) a school service centre;

(2) a school board governed by the Education Act for Cree, Inuit and Naskapi Native Persons (chapter I-14);

(3) an educational institution governed by the Act respecting private education (chapter E-9.1) that provides all or part of the educational services that are under the responsibility of the Minister;

(4) an institution whose instructional program is the subject of an international agreement within the meaning of the Act respecting the Ministère des Relations internationales (chapter M-25.1.1); and

(5) an educational institution referred to in section 5.

**“6.1.** The Minister may designate an education information filing and communication system to support the management of the education network and the organization, planning and provision of services in the field of education by simplifying communications.

The system must enable the following, among other things:

- (1) the hosting and indexing of all or part of the information that a body holds in the exercise of its functions;
- (2) the communication between bodies or between a body and the Minister of information concerning a student;
- (3) the communication by a body to the Minister of information concerning its personnel;
- (4) access to information hosted in the system;
- (5) the logging of every access to the system by a person, whether the purpose of the access is to file information in the system, to use the information or to be given communication of it; and
- (6) any other functionality determined by the Minister.

The information filing and communication system shall be under the Minister’s responsibility. The Minister may not use personal information hosted in the system for purposes other than those authorized by the delegated manager referred to in section 6.7 or those related to the exercise of the Minister’s responsibility with respect to the system.

**“6.2.** The Minister may require a body it designates to use the information filing and communication system to host and communicate all or part of the information it holds in the exercise of its functions and powers, on the conditions and in the manner the Minister determines.

Where such information can be communicated or used in a form that does not allow the person concerned to be identified directly, it must be communicated or used in that form.

**“6.3.** The operations management of the information filing and communication system shall be assumed by the Minister or, in whole or in part, by an operations manager he designates.

The Minister or, where applicable, the operations manager must

- (1) put in place security measures for ensuring the protection of information as well as its availability and integrity in compliance with the provisions of the Act respecting Access to documents held by public bodies and the Protection of personal information (chapter A-2.1); and

- (2) proactively monitor the system access logs.

Where all or part of the operations management of the system is entrusted to an operations manager, the Minister must enter into a written agreement with the operations manager. The agreement must, among other things, set out the following obligations:

- (1) send to the Minister, each year, an assessment report enabling the Minister to, among other things, validate the security measures put in place and assess the efficiency and performance of the information filing and communication system as well as the benefits resulting from its establishment;

- (2) notify the Minister without delay of any confidentiality incident; and

- (3) submit, at the Minister's request, to an external audit aimed at ensuring compliance with the highest standards and best practices in matters of information security and protection of personal information.

The agreement must also set out the cases and circumstances in which and conditions on which the operations manager may, after notifying the Minister, entrust to a third person, by mandate or by contract of enterprise or for services, all or part of the services dedicated to hosting, operating or using the information filing and communication system.

**“6.4.** Before designating an information filing and communication system, the Minister must conduct a privacy impact assessment and send the assessment to the Commission d'accès à l'information.

**“6.5.** The Minister shall define rules for the governance of information hosted in the information filing and communication system.

**“6.6.** The Minister may, by a formal demand notified by any appropriate method, require an operations manager to file, within the reasonable time specified, any information or document enabling verification of compliance with the obligations set out in the agreement.

The operations manager to whom the demand is made must comply with it within the specified time regardless of whether the operations manager has already filed such information or documents in response to a similar demand or to fulfill an obligation under the law.

**“6.7.** The person acting as the delegated manager of government digital data for the Ministère de l'Éducation, du Loisir et du Sport under subparagraph 9.2 of the first paragraph of section 10.1 of the Act respecting the governance and management of the information resources of public bodies and government enterprises (chapter G-1.03) shall be responsible for authorizing the communications and the uses provided for in section 6.8.

**“6.8.** The Minister may request authorization from the manager

- (1) to receive communication of personal information held by a body; and
- (2) to use personal information fi ed by a body in the information fi ing and communication system.

The application for authorization must be made in writing to the manager and must

- (1) specify the purposes for which communication or use of information is requested and show that the information is necessary for the exercise of the Minister’s functions and powers under this Act or another Act under the Minister’s administration that pertains to education; and
- (2) set out the security measures that will be in place when the information is communicated or used.

**“6.9.** The manager may authorize the communication or use requested in accordance with section 6.8, for the time, on the conditions and in the manner the manager determines, where the manager, after assessing the request, considers that the following criteria are met:

- (1) the communication or use requested complies with the criteria set out in section 6.8; and
- (2) the security measures that will be in place when the information is communicated or used are suitable for protecting the information.

The authorization must specify that the information must be communicated or used only in a form not allowing the person concerned to be identifi d directly where it is possible to achieve the purposes pursued by communicating or using the information in such a form.

The manager shall give reasons for his decision in writing.

**“6.10.** A body that holds information covered by an authorization of the manager must communicate the information to the Minister.

**“6.11.** The manager may, without delay or formality, revoke the authorization granted under section 6.9 if the manager has reason to believe that the use of the information does not comply with the authorization, that the security measures for ensuring the protection of the information put in place or the conditions attached to the authorization are not being complied with, or that the protection of the information is otherwise compromised.



**“6.12.** At the expiry of the authorization and, where its term is longer than one year, each year on the anniversary date of the authorization, the Minister must report to the manager, in the form the latter determines, on the use of the information covered by the authorization and on his compliance with the conditions set out in the authorization.

**“6.13.** The manager must keep a register of every communication or use he has authorized. The register must include

(1) a description of the information covered by each authorization and its source;

(2) a description of the purposes for which each communication or use was authorized;

(3) the duration of and conditions applicable to each authorization, including, if applicable, the special security measures necessary for ensuring the protection of the information that were imposed by the manager; and

(4) the processing time for the request for authorization.

The Minister shall publish the register on his department’s website.

**“6.14.** The Minister may require a body to use, on the conditions and in the manner he determines, any information resource service the Minister designates other than a system designated under section 6.1, including, in particular, any decision support tool, in order to facilitate the management of the education network and the organization, planning and provision of services in the field of education.

**“6.15.** In exercising the powers provided for in sections 6.1, 6.2, 6.5 and 6.14, the Minister shall take into account the orientations, standards, strategies, directives, rules and application instructions made under the Act respecting the governance and management of the information resources of public bodies and government enterprises (chapter G-1.03).

**“6.16.** A body shall communicate to the Minister, in the form and within the time he determines, any statement, statistics, report and other information that he requires with regard to its human resources, including students and trainees, and that is necessary to plan the resources allocated to the education system.

Where the information required by the Minister in accordance with the first paragraph allows a personnel member of the body or another person referred to in that paragraph to be identified, the information may be communicated only if the delegated manager of government digital data of the Ministère de l’Éducation, du Loisir et du Sport referred to in subparagraph 9.2 of the first paragraph of section 10.1 of the Act respecting the governance and management of the information resources of public bodies and government enterprises (chapter G-1.03) authorizes its communication.

In order to obtain the manager's authorization, the Minister must submit a written request to the manager. In such a case, sections 6.8 to 6.13 of this Act apply to the Minister and to the manager, with the necessary modifications.

Information communicated under this section must not allow a student to be identified.

**“6.17.** The Commission d'accès à l'information shall be responsible for overseeing the application of the provisions of this Act that relate to the information filing and communication system and to the use and communication of personal information.

To that end, it has all the powers provided for by the Act respecting Access to documents held by public bodies and the Protection of personal information (chapter A-2.1).”

**62.** The Act is amended by inserting the following before section 7:

### **“DIVISION III**

**“ORGANIZATION OF THE DEPARTMENT”.**

### **CHAPTER IV**

#### **AMENDING PROVISIONS**

**63.** Unless the context indicates otherwise or this Act provides otherwise, in any Act, regulation and other document, “Conseil supérieur de l'éducation” is replaced by “Conseil de l'enseignement supérieur”.

**64.** Unless the context indicates otherwise, in any Act, regulation and other document, a reference to the Act respecting the Conseil supérieur de l'éducation is a reference to the Act respecting the Conseil de l'enseignement supérieur.

### **CHAPTER V**

#### **TRANSITIONAL AND FINAL PROVISIONS**

**65.** The director general of each school service centre in office on (*insert the date preceding the date of assent to this Act*) remains in office on the same conditions until appointed to the position or replaced by the Government in accordance with section 198 of the Education Act (chapter I-13.3), as enacted by section 18. No such appointment or replacement may take place before (*insert the date that is 18 months after the date of assent to this Act*).

The employment of a director general who is not appointed under the first paragraph is terminated. Such a director general is entitled to only the severance pay calculated in accordance with subparagraph 5 of the first paragraph of section 116 of the Regulation respecting certain conditions of employment of senior executives of school service centres and of the Comité de gestion de la taxe scolaire de l'île de Montréal (made by the ministerial order dated 18 November 2004 and approved by Conseil du trésor decision C.T. 201768 (2004, G.O. 2, 3529), as amended). The severance pay is payable by the school service centre.

**66.** If the position of director general of a school service centre becomes vacant between (*insert the date of assent to this Act*) and the first appointment under section 198 of the Education Act, as enacted by section 18, the school service centre's assistant director general designated by the board of directors for that purpose acts as interim director general until a new director general is appointed by the Government.

**67.** An assistant director general of a school service centre in office on the date of coming into force of section 198.2 of the Education Act, as enacted by section 18, is deemed to have been appointed under that section.

**68.** A school principal or a principal of a centre in office on (*insert the date of assent to this Act*) is deemed to have been appointed under, as applicable, section 96.8 or section 110.5 of the Education Act, as amended by sections 4 and 10 of this Act.

**69.** Despite the coming into force of section 42, the terms of office of the members of the Comité d'agrément des programmes de formation à l'enseignement end on the date set by the Government. To allow the committee to complete its activities, the Minister may designate the chair of the committee from among its members.

Between (*insert the date of assent to this Act*) and the date referred to in the first paragraph, a vacancy on the committee is not filled. During that period, the quorum at meetings of the committee is the majority of its members in office.

Despite the coming into force of section 42 and until the date referred to in the first paragraph, sections 477.22, 477.23 and 477.25 to 477.28 of the Education Act continue to apply to the committee, as they read before being repealed.

**70.** From (*insert the date of assent to this Act*) and until the date referred to in the first paragraph of section 69, the Comité d'agrément des programmes de formation à l'enseignement examines, at the Minister's request, the new teacher training programs for preschool education and for elementary and secondary school education, and gives its opinion to the Minister concerning those programs for obtaining teaching licences. The committee has 60 days after the Minister's request to give its opinion.

The programs under examination by the committee on *(insert the date of assent to this Act)* must be the subject of an opinion in accordance with the first paragraph. The committee sends its opinion to the Minister not later than *(insert the date that is 30 days after the date of assent to this Act)*.

If the committee fails to send its opinion to the Minister within the time limits prescribed in the first and second paragraphs, the Minister is deemed to have received it.

Despite the coming into force of section 42, the committee continues to perform the functions set out in the third and fourth paragraphs of section 477.15 of the Education Act, with the necessary modifications.

**71.** The members of the Conseil supérieur de l'éducation in office on the date preceding the date of coming into force of section 46 remain in office on the same conditions within the Conseil de l'enseignement supérieur until the expiry of their term, except the members determined by the Government, whose term ends on the date to be set by the Government.

**72.** The records and documents of the Conseil supérieur de l'éducation relating to educational services for preschool education and for elementary and secondary school education become records and documents of the Institut national d'excellence en éducation.

**73.** The provisions of section 3.1 of the Act respecting the governance of state-owned enterprises (chapter G-1.02) relating to the expertise and experience profiles of the members of the board of directors other than the board chair and the president and chief executive officer do not apply when the first members of the board of directors of the Institut national d'excellence en éducation are appointed.

**74.** The provisions of section 3.3 of the Act respecting the governance of state-owned enterprises relating to the recommendation of the board of directors and the expertise and experience profile of an enterprise's president and chief executive officer do not apply when the first president and chief executive officer of the Institut national d'excellence en éducation is appointed.

**75.** This Act comes into force on *(insert the date of assent to this Act)*, except

- (1) sections 18 to 23, 25, 32 and 38, which come into force on 1 July 2025; and
- (2) sections 43 to 52, 57 and 64, which come into force on the date or dates to be set by the Government.

## Appendix 2



Bill 23 - An Act to amend mainly the Education Act  
and to enact the Act respecting the Institut national  
d'excellence en éducation

Brief submitted by the Leadership Committee for  
English Education in Québec (LCEEQ) to the  
Committee on Culture and Education of the  
National Assembly

The Leadership Committee for English Education in Québec (LCEEQ) is a collaborative professional learning community established for the purpose of promoting educational leadership in response to the needs of the English Educational Community of Québec. The Committee is comprised of thirty-one members appointed by the organizations which they represent:

- The Directors General of the English School Boards (ADGESBQ/ADGCSAQ)
- Representatives of the nine public English School Boards
- Special Status School Board representatives (Cree, Littoral)
- Independent School Associations' Table (ISAT)
- Administrators of Complementary Educational Services (ACES)
- Provincial Organization of Continuing Education Directors English (PROCEDE)
- Association of Administrators of English Schools of Québec (AAESQ/AEAQ)
- Québec Provincial Association of Teachers (QPAT/APEQ)
- Fédération des professionnelles et professionnels de l'éducation du Québec (FPPE)
- English Colleges Steering Committee (Cégep)
- English Universities of Québec

The LCEEQ wishes to deposit its feedback on the Draft Regulations for Bill 23, An Act to amend mainly the Education Act and to enact the National Institute for Excellence in Education Act. Given that the LCEEQ is an action-oriented organization that is committed to the strategic growth and sustainable success of the English Educational Community in the province of Québec through ongoing communication, the identification of opportunities and challenges, and the mobilization of people and resources.

Although the proposed legislation raises numerous concerns from our Committee related to educational organization and governance, the focus of this brief will be on the pedagogical implications and the resulting impact on the English-speaking Educational Community.

It is ironic that a Bill purporting to promote the value of educational research neglects a fundamental principle within that body of literature that any educational reform must have student success as its primary purpose. It is unclear how Bill 23 will result in an improved educational experience for the students of Quebec. Although there is always room for improvement, the success rate of students in the English Sector is currently at 86.8%. The trend over the last few years has seen these success rates continue to climb. A careful examination of the proposed legislation does little to convince the reader that these changes will directly and positively impact student success. Rather, one can easily conclude that the proposed changes to the Education Act will result in more centralized authority, place more power into the hands of an individual, the Education Minister, and contravene the principle of subsidiarity that has been adopted by this government. It is the LCEEQ's position that this is likely to have a detrimental impact on the English-speaking Educational Community.

Numerous articles within the Bill speak to the power of the Ministry to make decisions or to undo those made by a School Board. This not only contravenes Section 23 of the Canadian Charter but will likely have a direct impact on school organization and service delivery, thus potentially also negatively affecting the classroom. Such centralized power is not in the interest of local communities, particularly those within the English Sector who range from smaller rural settings to larger urban ones. There is no easy “one-size-fits-all” solution that can be imposed centrally to address local needs and expectations.

Many of the proposals are seen as part of a desire for enhanced accountability, but there are already measures in place such as the “Commitment to Success Plan” with indicators directly linked to the Ministerial Strategic Plan. If existing measures are not proving to be effective, the solution should not be to create a new reporting system, but to further refine already existing mechanisms. To proceed with additional accountability measures will only add to the bureaucracy of a system that is already laden with many reporting requirements.

It is acknowledged that the Bill seeks to promote excellence in teaching and learning by creating an Institut National d’Excellence en Éducation (INEE). However, it is difficult to conceive how the abolishment of two independent bodies with well-established track records, the Conseil Supérieur de l’Éducation (CSE) and Comité d’agrément des programmes de formation à l’enseignement (CAPFE), can be justified by the creation of a new and untested structure of the INEE. In principle, there is value in establishing an institute of excellence in education, but the creation of such must be for the right reason, which is to promote student success. Perhaps this is best reflected by Andy Hargreaves, a renowned educational scholar and researcher who states, “Although everyone wants to change the teacher, it is time for the agents of educational reform to change themselves.”<sup>1</sup>

The creation of such an institute must remain at arms’ length from the government. In order for an Institute of Excellence to be viable, it must operate freely and independently of government control. Teachers have a responsibility for ongoing professional learning but not at the cost of their professional autonomy. There must be clear evidence of data-driven decision making and the influence of relevant, authentic, and current research in the classroom. These elements must be there to serve the teacher and not have teaching practices dictated by policy makers and decision makers. It should not be the Minister’s purview to determine the nature of professional development, nor the imposition of any particular research finding for application in a classroom.

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<sup>1</sup> Keynote Presentation – LCEEQ Annual Conference, February 8, 2021



Although the idea of the INEE is inspired by what presently exists in the health and social services network, there is a danger to blindly replicating an organizational structure. Health and education are very different sectors, and care must be taken to create an organization that responds to the needs of the education milieu. Even within the educational system, there are important distinctions between our network of education that is organized along linguistic lines.

Another related concern for the LCEEQ is the composition of the proposed Board of Directors for this Institute of Excellence. It is inconceivable that one single voice could be expected to represent the many facets of the English-speaking Educational Community, both within the professional domain and that of parents. The ideal solution is that a separate, independent Institute oversee educational matters and concerns within the English Sector and recommend best practices that can be implemented in our schools and centres. At the very least, there should be a division within the institute that could address the realities and concerns of the English Educational Community.

Within professional circles, the question is frequently asked as to why the English Sector is so successful. There are a number of reasons, but without doubt one of these is the ability of the English public and private schools and centres to identify and effectively respond to the specific needs of the communities they serve. This is reflected in the tradition of excellence that has resulted from decades of success in inclusive practices, French immersion models, and community learning centres, to name but a few things for which the English system is known. It is important to recognize that these needs are often different from the majority population. There simply is no one single solution that will serve both communities as they deserve.

The Government has a responsibility to provide quality educational services to all Quebec citizens. There is a need for a reform of the educational system to better reflect our current times, but this will be best achieved by working together to offer our students the best possible educational experiences. English-speaking Quebecers share this goal of continuous school improvement and increased student success. Although there are many elements within the Bill that are worthy of further reflection and discussion, in its current form Bill 23 is concerning for the English Educational Community. For that reason, the LCEEQ strongly recommends revising several sections of Bill 23. We must invest the time to conduct a careful analysis of what is presently working well, and to take the necessary steps to improve it without abolishing existing impactful mechanisms. Our communities have a vested interest in doing so.



Projet de loi no 23 - Loi modifiant principalement la  
Loi sur l’instruction publique et édictant la Loi sur  
l’Institut national d’excellence en éducation

Mémoire présenté par le Leadership Committee for  
English Education in Québec (LCEEQ) à la  
Commission de la culture et de l’éducation de  
l’Assemblée nationale

Le Leadership Committee for English Education in Québec (LCEEQ) est une organisation collaborative qui œuvre à la promotion du leadership en éducation, en réponse aux besoins de la communauté éducative anglophone du Québec. Il est composé de trente et un membres nommés par les organisations qu'ils représentent :

- Association des directeurs généraux des commissions scolaires anglophones du Québec (ADGCSAQ/ADGESBQ)
- Commissions scolaires anglophones publiques du Québec (9)
- Commissions scolaires à statut particulier (Crie, du Littoral)
- Independent School Associations' Table (ISAT)
- Administrateurs des services éducatifs complémentaires (ACES)
- Association provinciale des directeurs des services de l'éducation permanente, secteur anglophone (PROCEDE)
- Association des administrateurs des écoles anglaises du Québec (AAEAQ/AAESQ)
- Association provinciale des enseignantes et enseignants du Québec (APEQ/QPAT)
- Fédération des professionnelles et professionnels de l'éducation du Québec (FPPE)
- Comité directeur des collèges anglophones (Cégep)
- Universités anglophones du Québec

Le LCEEQ souhaite partager sa vision du projet de loi 23, une loi visant à amender la loi sur l'instruction publique et à édicter la Loi sur l'Institut national d'excellence en éducation. Nous sommes une organisation axée sur l'action qui se consacre à la croissance stratégique et à la durabilité de la réussite de la communauté éducative anglophone au Québec à l'aide d'une communication constante, de l'identification des opportunités et des enjeux et de la mobilisation des ressources humaines et matérielles.

Même si la proposition de loi soulève de nombreuses préoccupations au sein de notre comité en ce qui concerne l'organisation et la gouvernance scolaires, ce mémoire se concentrera sur les implications pédagogiques et les répercussions sur la communauté éducative anglophone.

Il est ironique qu'un projet de loi visant à faire valoir la recherche en éducation ne tienne pas compte d'un de ses principes fondamentaux, selon lequel toute réforme de l'éducation doit avoir la réussite des élèves au centre de ses priorités. Il est difficile de concevoir la façon dont la loi 23 améliorera l'expérience éducative pour les élèves au Québec. Même s'il y a toujours place à l'amélioration, le taux de réussite des élèves dans le secteur éducatif anglophone se situe actuellement à 86.8%. La tendance des dernières années révèle que ces résultats continuent d'augmenter. Une étude approfondie de ce projet de loi ne permet pas de convaincre le lecteur que ces changements impacteront positivement et directement la réussite des élèves. En revanche, on peut facilement conclure que les changements proposés à la loi sur l'instruction publique entraîneront une plus grande centralisation de l'autorité, accorderont davantage de pouvoir à un seul

individu, le ministre de l'Éducation et iront à l'encontre du principe de subsidiarité qui a été adopté par ce même gouvernement. Le LCEEQ considère que cette décision risque de nuire à la communauté éducative anglophone.

De nombreux articles du projet de loi traitent du pouvoir du ministère de prendre des décisions ou d'annuler celles prises par une commission scolaire. Non seulement cette mesure va à l'encontre de l'article 23 de la Charte canadienne, mais une telle approche aura probablement un impact direct sur l'organisation scolaire et la prestation des services et potentiellement affecter négativement la salle de classe. Une telle centralisation du pouvoir ne sert pas les intérêts des communautés locales, particulièrement celles du milieu anglophone qui s'étendent des petites zones rurales aux grandes villes. Il n'existe pas de solution universelle et simple qui puisse être imposée au niveau national et qui puisse répondre aux besoins et aux attentes des populations locales.

De nombreuses propositions de ce projet de loi démontrent la volonté de renforcer l'obligation de reddition de comptes, mais il y a déjà des mesures en place tel que le «Plan d'engagement vers la réussite» dont les indicateurs sont directement liés au plan stratégique du Ministère. Si les mesures actuelles sont jugées inefficaces, la solution ne devrait pas être de créer un nouveau système de communication de rapports, mais plutôt d'améliorer les outils déjà en place. L'adoption de mesures de responsabilisation supplémentaires entraînera une augmentation de la bureaucratie d'un système déjà surchargé d'exigences en matière de rapports.

Il est indiqué que le projet de loi vise à promouvoir l'excellence de l'enseignement et de l'apprentissage par la mise en place d'un Institut National d'Excellence en Éducation (INEE). Cependant, il est difficile de concevoir comment la création d'une nouvelle structure de l'INEE qui n'a pas encore été mise à l'épreuve peut justifier l'abolition de deux organismes indépendants ayant fait leurs preuves ; le Conseil Supérieur de l'Éducation (CSE) et le Comité d'agrément des programmes de formation à l'enseignement (CAPFE). En principe, la création d'un institut d'excellence dans le domaine de l'éducation est une bonne chose, mais cela doit être fait pour favoriser la réussite des élèves. Ce principe est peut-être mieux illustré par Andy Hargreaves, un spécialiste en éducation et chercheur de renom, qui affirme que «Même si tout le monde veut changer l'enseignant, il est temps pour les responsables de la réforme de l'éducation de changer eux-mêmes.»<sup>1</sup>

La mise en place d'un tel institut doit se faire à l'écart du gouvernement. Pour que l'Institut National d'Excellence perdure, il doit fonctionner librement et indépendamment de toute autorité gouvernementale. Les enseignants sont responsables de leur propre perfectionnement professionnel, mais cela ne doit pas se faire au détriment de leur

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<sup>1</sup> Keynote Presentation – Conférence annuelle du LCEEQ, 8 février 2021

autonomie. Il doit être démontré que la décision a été basée sur des données et sur des recherches pertinentes, authentiques et actuelles ayant eu lieu dans les salles de classe. Ces éléments doivent aider l'enseignant et les pratiques d'enseignement ne devraient pas être imposées par les responsables des politiques et les décisionnaires. La nature du développement professionnel ne devrait pas relever du ministre, ni l'imposition d'un quelconque résultat de recherche dans une salle de classe.

Même si la création de l'INEE ressemble à ce qui existe présentement dans le réseau de la santé et des services sociaux, il est risqué de reproduire une structure organisationnelle. Les réseaux de la santé et de l'éducation sont très différents et il faut veiller à créer une organisation qui soit adaptée aux besoins du milieu. Même au sein du système de l'éducation, il existe des nuances importantes comme celui-ci est structuré selon des critères linguistiques.

Le LCEEQ s'inquiète également de la composition du conseil d'administration proposé pour cet Institut d'excellence. Il est impossible qu'une seule voix suffise à représenter les multiples facettes de la communauté éducative anglophone, à la fois au niveau des professionnels et à celui des parents. La formule idéale consisterait à confier à un institut neutre et indépendant la responsabilité d'analyser les enjeux et les préoccupations dans le secteur éducatif anglophone et de recommander les meilleures pratiques à implanter dans nos écoles et nos centres. Il faudrait au minimum qu'il y ait une unité au sein de l'institut qui puisse se pencher sur les réalités et les préoccupations de la communauté éducative anglophone.

Dans les milieux professionnels, on se demande souvent comment le secteur anglophone peut avoir un aussi haut taux de réussite. Plusieurs raisons expliquent ce succès, mais particulièrement la capacité des écoles et des centres publics et privés anglophones à identifier les besoins particuliers des communautés qu'ils desservent et à leur répondre de manière efficace. Cela se reflète dans la tradition d'excellence qui perdure depuis des décennies et qui découlent de pratiques inclusives, de programmes d'immersion en français et des centres d'apprentissage communautaire, pour ne citer que quelques particularités qui ont fait la renommée du système anglophone. Il est important de reconnaître que les besoins de ce secteur diffèrent souvent de ceux de la majorité de la population. Il n'existe tout simplement pas une solution universelle permettant de desservir les communautés anglophone et francophone comme il convient.

Il est de la responsabilité du gouvernement d'offrir des services pédagogiques de qualité à tous les québécois. Une réforme du système d'éducation est nécessaire afin de mieux s'adapter aux réalités de notre époque actuelle, mais le meilleur moyen d'y parvenir est de travailler tous ensemble afin d'offrir à nos étudiants la meilleure expérience éducative qui soit. Les québécois d'expression anglaise partagent le même objectif; l'amélioration

continue de l'enseignement et l'augmentation du taux de réussite des élèves. Même si plusieurs éléments du projet de loi méritent d'être davantage analysés et discutés, dans sa forme actuelle, la loi 23 est préoccupante pour la communauté éducative anglophone. Pour cette raison, le LCEEQ recommande de réviser plusieurs articles de ce projet de loi. Nous devons prendre le temps d'analyser soigneusement ce qui fonctionne bien actuellement et prendre les mesures nécessaires afin de proposer des améliorations sans pour autant abolir les modèles existants. Nos communautés ont tout intérêt à travailler en ce sens.

## Appendix 3

# Language Policy at Vanier College



# Language Policy

## A few of the new requirements for English colleges

- Revised every 10 years, reported on every 3
- Complaint procedure
- Proficiency in French upon graduation, terminology specific to discipline
- Written communication with public administration and all legal persons
- Teaching French as a second language
- Services offered in French
- Priority admissions for certificate holders

**DEADLINE TO SEND POLICY TO  
MINISTRY**

**June 1, 2023**

# Language Policy Committee

**Maria Zamfotis**, VCSA

**Christine Legault**, VCSPA

**Sonya Santolin**, AVCP

**Hakim Loudyi**, VCTA, Pre-university Programs

**Daniel Gosselin**, VCTA, Faculty of General Education

**John McMahon**, Director General

**Sylvie Tardif**, Dean of Academic Systems/Registrar

**Isabelle Moncion**, Director of Communications and Corporate Affairs

# Drafting process

## **Documents used**

- Existing Vanier College Language Policy
- The language policy guide provided by the Ministry in January
- Charte de la langue française

## **Committee meetings**

- March 28
- April 4
- April 20

Regular exchanges with Dawson and JAC

# Language of communications

All **external** correspondence in **French**, with a few exceptions:

- A legal person or individual located outside of Québec
- A legal person in Quebec with designated special or bilingual status
- Responding to correspondence received in English

## **Services offered in French at Vanier**

- Primary language of **work** is defined as **English** in our Policy
- Services available in French:
  - CLEO
  - French tutoring
  - Human Resources (upon request)
  - Registrar (upon request)
  - Any frontline service (upon request, when resources permit)

# Priority admissions

The **majority of admission offers** in Round 1 are given to certificate holders that fulfill all admission requirements for said programs in which the number of admission applications is higher than the number of spaces available.

In subsequent rounds, **all qualified certificate holders are admitted before non certificate holders**, space permitting, for said programs in which the number of admission applications is higher than the number of spaces available.

# Example

How priority admissions would be applied

## ROUND 1, Science

- Number of spots available: 10
- Number of applicants with certificates: 15
- Number of applicants without certificate: 17

Certificate	No certificate
98	99
96	96
92	95
90	93
88	91
86	90
82	89
80	85
79	83
78	81
76	80
75	78
72	77
69	75
65	73
	72
	68

## ROUND 1, Science

- Number of spots available: 10
- Number of applicants with certificates: 15
- Number of applicants without certificate: 17

A majority of  
spots (6) are  
offered to  
certificate  
holders

Certificate	No certificate
98	99
96	96
92	95
90	93
88	91
86	90
82	89
80	85
79	83
78	81
76	80
75	78
72	77
69	75
65	73
	72
	68

Remaining spots are offered on the basis of academic record

A majority of spots (6) are offered to certificate holders

Applicants	
A majority of spots (6) are offered to certificate holders	98
	96
	92
	90
	88
	86
	99
	96
	95
	93
	91
	90
	89
	85
	83
	82
	81
	80
	80
	79



**ROUND 1, Science**

- Number of spots available: 10
- Number of applicants with certificates: 15
- Number of applicants without certificate: 17

Remaining spots are offered on the basis of academic record:

- the 4 remaining spots, in this example, are all offered to non certificate holders

A majority of spots (6) are offered to certificate holders

Applicants
98
96
92
90
88
86
99
96
95
93
91
90
89
85
83
82
81
80
80
79

**ROUND 2, Social Science**

- Number of spots available: 10
- Number of applicants with certificates: 8
- Number of applicates without certificate: 12

All qualified certificate holders are admitted before non certificate holders, space permitting

Certificate	No certificate
81	85
80	82
79	80
78	79
77	78
76	77
74	76
71	76
	75
	75
	75
	74

Certificate	No certificate
81	85
80	82
79	80
78	79
77	78
76	77
74	76
71	76
	75
	75
	75
	74

All 8  
certificate  
holders are  
admitted

**ROUND 2, Social Science**

Number of spots available: 10

Number of applicants with certificates: 8

Number of applicates without certificate: 12

All qualified certificate holders are admitted before non certificate holders, space permitting

Certificate	No certificate
81	85
80	82
79	80
78	79
77	78
76	78
74	76
71	76
	75
	75
	75
	74

All 8  
certificate  
holders are  
admitted

The  
remaining 2  
spots are  
offered to  
non  
certificate  
holders

# Other Colleges

## **Example 1:**

- Round 1: Status Quo re students admitted on basis of academic record
- Round 2 and beyond: Priority to Certificate Holders (and Indigenous students)

## **Example 2:**

- Priority to Certificate Holders in all rounds

# Questions

# Thank You

## Appendix 4

## LCEEQ Membership for 2023-25 as of June 1, 2023

<b>School Board Representatives</b>	<p><b>Educational services:</b></p> <p>Stewart Aitken – WQSB  <b>Mat Canavan</b> – LBPSB  Lynda da Silveira - SWLSB  <b>Deborah Foltin</b> – ESSB  Stéphane Lagacé- CQSB  Eva Lettner -ETSB  Jessica Saada - RSB  Anna Sanalitro – EMSB  <b>James Walker</b> – NFSB</p> <p><b>Complementary services:</b></p> <p>Lisa Falasconi - WQSB  Marilyne Perron - CQSB</p> <p><b>Adult Education and Vocational Training:</b></p> <p>Mario Argiropoulos  Angela Spagnolo</p>	<p><a href="mailto:saitken@wqsb.qc.ca">saitken@wqsb.qc.ca</a>  <a href="mailto:mcanavan@lbpsb.qc.ca">mcanavan@lbpsb.qc.ca</a>  <a href="mailto:ldasilveira@swlauriersb.qc.ca">ldasilveira@swlauriersb.qc.ca</a>  <a href="mailto:deborah.foltin@essb.qc.ca">deborah.foltin@essb.qc.ca</a>  <a href="mailto:stephane.lagace@cqsb.qc.ca">stephane.lagace@cqsb.qc.ca</a>  <a href="mailto:lettner@etsb.qc.ca">lettner@etsb.qc.ca</a>  <a href="mailto:JSaada@rsb.qc.ca">JSaada@rsb.qc.ca</a>  <a href="mailto:asanalitro@emsb.qc.ca">asanalitro@emsb.qc.ca</a>  <a href="mailto:jwalker@nfsb.qc.ca">jwalker@nfsb.qc.ca</a></p> <p><a href="mailto:lfalasconi@wqsb.qc.ca">lfalasconi@wqsb.qc.ca</a>  <a href="mailto:marylene.perron@cqsb.qc.ca">marylene.perron@cqsb.qc.ca</a></p> <p><a href="mailto:MArgiropoulos@emsb.qc.ca">MArgiropoulos@emsb.qc.ca</a>  <a href="mailto:aspagnolo@emsb.qc.ca">aspagnolo@emsb.qc.ca</a></p>
<b>ADGESBQ – School Board Directors General</b>	<p><b>Cindy Finn</b></p>	<p><a href="mailto:cfinn@lbpsb.qc.ca">cfinn@lbpsb.qc.ca</a></p>
<b>CEGEP's</b>	<p>Terry Kharyati (DG Heritage College)</p>	<p><a href="mailto:tkharyati@cegep-heritage.qc.ca">tkharyati@cegep-heritage.qc.ca</a></p>
<b>A.A.E.S.Q.</b>	<p><b>Christie Brown</b>  Anna Villalta</p>	<p><a href="mailto:cbrown16@lbpsb.qc.ca">cbrown16@lbpsb.qc.ca</a>  <a href="mailto:avillalta@emsb.qc.ca">avillalta@emsb.qc.ca</a></p>
<b>I.S.A.T.</b>	<p>Sidney Benudiz  Holly Hampson</p>	<p><a href="mailto:sidney.benudiz@ajdsmontréal.org">sidney.benudiz@ajdsmontréal.org</a>  <a href="mailto:hollyhampson@gais.qc.ca">hollyhampson@gais.qc.ca</a></p>
<b>Q.P.A.T.</b>	<p>Andrew Adams  Jennifer Baltuonis  Brian Benoit  Mike Di Raddo</p>	<p><a href="mailto:aadams@emsb.qc.ca">aadams@emsb.qc.ca</a>  <a href="mailto:jbaltuonis@lbpearson.ca">jbaltuonis@lbpearson.ca</a>  <a href="mailto:bbenoit@ltu.ca">bbenoit@ltu.ca</a>  <a href="mailto:mdiraddo@gpat-apeq.qc.ca">mdiraddo@gpat-apeq.qc.ca</a></p>
<b>Professionals (FPPE)</b>	<p>Caroline Erdos  t.b.a.</p>	<p><a href="mailto:cerdos@swlauriersb.qc.ca">cerdos@swlauriersb.qc.ca</a></p>



<b>Special-status Board Educational Services Representatives</b>	Cree – Edith Sam Kativik – t.b.a Littoral – Marie Hamel	<a href="mailto:esam@cscree.qc.ca">esam@cscree.qc.ca</a> <a href="mailto:mhamel@csdulittoral.qc.ca">mhamel@csdulittoral.qc.ca</a>
<b>English-sector Universities</b>	Avril Aitken (Bishop's) Hannah Chestnutt (McGill) Nathalie Rothschild (Concordia)	<a href="mailto:aitken@ubishops.ca">aitken@ubishops.ca</a> <a href="mailto:Hannah.chestnutt@mcgill.ca">Hannah.chestnutt@mcgill.ca</a> <a href="mailto:nathalie.rothschild@concordia.ca">nathalie.rothschild@concordia.ca</a>
<b>Non-voting members</b>		
<b>Assistant Deputy Ministers</b>	Marie-Josée Blais	<a href="mailto:marie-josée.blais@education.gouv.qc.ca">marie-josée.blais@education.gouv.qc.ca</a>
<b>DSREA</b>	Boyd Lavallée Cheryl Cantin	<a href="mailto:Boyd.Lavallee@education.gouv.qc.ca">Boyd.Lavallee@education.gouv.qc.ca</a> cheryl- <a href="mailto:patricia.cantin@education.gouv.qc.ca">patricia.cantin@education.gouv.qc.ca</a>
<b>LEARN</b>	Christine Truesdale	<a href="mailto:ctruesdale@learnquebec.ca">ctruesdale@learnquebec.ca</a>
<b>Coordinator</b>	John Ryan	<a href="mailto:jryan@videotron.ca">jryan@videotron.ca</a>

#### Steering Committee Members

## Appendix 5

## LCEEQ Meetings 2023-2024

June 1, 2023

Steering Committee 2023-2024	Regular 2023-2024
Friday, August 18, 2023 plan September	
	Thursday, September 14, 2023 LBPSB
Friday, September 15, 2023 Plan November	
	Thursday, November 9, 2023 ZOOM
Friday, November 10, 2023 Plan January	
	Thursday, January 25, 2024 ZOOM
Friday, January 26, 2024 Plan March	
Friday, February 23, 2024 Plan April Seminar	
	Thursday, March 21, 2024 ZOOM
Friday, March 22, 2024 Plan June	
	April 25-26, 2024 Annual Seminar LBPSB
May 16-17, 2024 Special Planning	
	Thursday, June 6, 2024 ZOOM
Friday, June 7, 2024 Annual Wrap-up	