



**MINUTES OF THE MEETING HELD ON January 25, 2024
VIA ZOOM**

Member Organization	Name	
School Board Representatives	Stewart Aitken – WQSB	Partial
	Mat Canavan– LBPSB	
	Lynda da Silveira – SWLSB	Partial
	Deborah Foltin – ESSB	
	Stéphane Lagacé - CQSB	Partial
	Eva Lettner - ETSB	
	Colleen Lauzier – RSB	Regrets
	Anna Sanalidro – EMSB	
	James Walker – NFSB	Regrets
Complementary services:	Lisa Falasconi - WQSB	Partial
	Marylène Perron - CQSB	Partial
Adult Education and Vocational Training	Mario Argiropoulos – EMSB	Partial
	Angela Spagnolo – EMSB	Regrets
ADGESBQ - School Board Directors General	Cindy Finn	
CEGEPS	Terry Kharyati	
A.A.E.S.Q.	Christie Brown Anna Villalta	Regrets
I.S.A.T.	Sydney Benudiz Antonia Zannis	
QPAT	Andrew Adams Jennifer Baltuonis Brian Benoit Mike Di Raddo	Regrets
PROFESSIONALS’ ASSOCIATIONS	Caroline Erdos Paul Kettner	
Special-status Boards Educational Services Representatives	Cree S.B. – Edith Sam Kativik S.B. – Warren Thomson Littoral S.B. – Marie Hamel	
English-sector Universities	Bishops - Avril Aitken Concordia – Nathalie Rothschild McGill - Hannah Chestnutt	Partial

Non-voting members		
Assistant Deputy Ministers	Marie-Josée Blais	Regrets
DSREA	George Lemieux Cheryl Cantin	Regrets
LEARN	Christine Truesdale	
LCEEQ Coordinator	John Ryan	
GUESTS Lisa Peldjak – Heritage College		

1. WORDS OF WELCOME

Cindy Finn welcomed everyone to the meeting, particularly **Warren Thomson**, the recently appointed representative of the Kativik School Board. She followed her welcome by a land acknowledgement. She encouraged members to avail themselves of the recent Canadian Association of School Systems Administrators (CASSA) Newsletter, Leaders and Learners which focuses on the Truth and Reconciliation Call to Action.

2. APPROVAL OF THE MINUTES

Resolution #115-2024-01-25

It was moved by **Christie Brown** and seconded by **Sidney Benudiz** and unanimously resolved that the Minutes of the November 9, 2023, meeting be approved as circulated.

3. What I Need to Know as an LCEEQ Member – On-Boarding Activity

Cindy Finn reviewed the goals of the Strategic Plan 2023-2026 with particular attention to the newly added fourth goal, *Enhance policies and procedures for excellence in membership engagement*. An initial step was to create an On-Boarding Subcommittee led by Geoff Hipps.

Members were invited to select one of five categories: Teacher, In-school Administrator, Researcher, Non-teaching Professional and Board Administrator. Individuals were encouraged to choose one of the groups based on interest, not necessarily their current role. They were asked to focus on their “day” jobs - a day in the life of a DG, a DES, a principal, a QPAT executive or a teacher. They could reflect on why they were chosen as the LCEEQ representative for their constituent group.

Each group was then asked to brainstorm on the “responsibilities” of an LCEEQ member in attaining the organizational goals. They were asked to identify those tasks that are non-negotiable. All of the input was recorded on a Google Document which the Subcommittee will compile, analyze and recommend further steps to achieve the Goal.

4. Bill 96 - CEGEP Panel – Implications for the Youth Sector

Terry Kharyati, Director General of Heritage College, and Lisa Peldjak, Academic Dean gave a joint presentation on the College with a focus on the impact of Bill 96, both immediate and long-term.

The College offers four strands for the teaching of French ranging from basic through French mother tongue. This has virtually eliminated the options for complementary courses and has resulted in staffing challenges with tenured teachers without a full course load.

There was discussion about how this impacts on French programs in the youth sector. Traditionally, some parents have opted for more basic French so that the final marks will be higher, thinking that this will ensure acceptance into CEGEP, but this is not preparing the student for the expectations of the French programming once they are accepted.

A copy of the PowerPoint of the key issues is available in Appendix I.

5. LCEEQ BUSINESS ITEMS

Report of the ADM - DSREA

Cheryl Cantin presented a joint ADM and DSREA Report. Maria Josee Blais wanted to remind members of the Plan de Rattrapage Scolaire, an Academic Catch-up Plan put into place to ensure sufficient support and adequate catch-up for students affected by the strike and to promote their educational success.

She also reported that the position of Director of DSREA, formerly held by Boyd Lavallée should be filled within the next six weeks. The selection process is underway.

Conference 2024

John Ryan reported that the current registration was over 550 and that the registration site would be closed at the end of the day in order to provide adequate time to prepare the electronic documents (e.g. personalized schedules) for delegates.

He also reminded those groups from out of town who opt to stay at the Hotel St. Martin that the reserved room block will be closed shortly so it is important to reserve a room without delay in order to benefit from the conference rate.

Youth Post-Secondary Transition Committee

Mark Sutherland, Manager of the YPTC Subcommittee provided members with the list of Committee members, as well as a report on their deliberations to date. He also presented a proposed Mandate for the Committee. Members were asked to review the mandate, to provide any feedback with the intention that the document would be approved at the next General Meeting.

Agenda Items for January 25, 2024.

Cindy Finn invited members to submit topic suggestions. Agenda items may be sent to John Ryan for consideration at the next meeting.

6. Adjournment

On a motion by Caroline Erdos the meeting was adjourned at 11:45.

Appendix I



Cégep Heritage College

January 25, 2024

Presentation to LCEEQ

L.Peldjak

T.Kharyati



Welcome/Context

Agenda

- CEGEP Admissions Process
- Law 14 – Bill 96
 - Impacts on CEGEPs:
 - Certificate for Eligibility of English Education
 - Priority Admissions to Certificate Holders
 - Language Exit Exams
 - Academic Profile Changes (French Courses and Impact)
 - Cap on Enrolment



Applications and Admissions

- If students plan to attend CEGEP, they must submit an application through le Service régional d'admission du Montréal métropolitain (SRAM), a central application processing centre.
- Applications are accepted online only at www.sram.omnivoxx.ca .
- Your completed application must be submitted to **SRAM by March 1st for the Fall semester** and November 1st for the Winter semester.
- In March 2024, Admissions will be impacted by the November and December Strike Days.



Applications and Admissions to CEGEPs

- Applicants for the Fall semester can expect a decision in early April.
- Applicants refused to the first program of their choice, may apply again in mid-April and again in mid-May.
- CEGEPs may consider late applications on a space-available basis.



Academic Pathways at Heritage College*

2-YEAR PRE-UNIVERSITY PROGRAMS	3-YEAR CAREER PROGRAMS	SPRINGBOARD
<ul style="list-style-type: none">• Science• Social Science• Visual Arts• Liberal Arts	<ul style="list-style-type: none">• Computer Science• Electrical Engineering Technologist: Programmable Devices• Graphic and Web Design• Accounting and Management• Early Childhood Education• Nursing• Special Education Techniques	<p>Check out the Springboard profile which allows you to:</p> <ul style="list-style-type: none">• Start working towards a DEC/DIPLOMA while exploring your options;• Pick-up missing courses or prerequisites;• Lighten your course load;• Explore options before choosing a formal Pre-U or Career Pathway.



Complete programming details at Heritage

- Please visit our website for detailed program descriptions under the **Future Students** tab <https://www.cegep-heritage.qc.ca>

Or

- Refer to our **Heritage College Viewbook**
<https://www.cegep-heritage.qc.ca/future-students/viewbook>



Law 14 Bill 96

For your reference, we will send **InfoDocs** to share.

Application of the Charter of the French language in college:

- <https://www.quebec.ca/en/education/cegep/studying/application-charter-french-language>



Impacts on English Colleges

All students, whether they have an Eligibility Certificate or not, are still allowed and are welcome to apply to CEGEPs. There are five major areas that particularly impact English colleges in Bill 96:

1. Priority Admissions
2. Additional French Language Courses OR Program Courses Delivered in French
3. Language Exit Exams
4. Fixed Cap on Admissions
5. Lack of Consideration for Needs of Indigenous Students



English Language Instruction Eligibility Certificate

Students who are presently enrolled in an English high school or have previously attended an English elementary school or high school (in Québec) **will not need** to present their certificate of eligibility.

The Ministère de l'Enseignement supérieur (MES) has provided CEGEPs access to the Education Ministry's database that identifies the students that have exercised their right to attend English elementary or high school.



English Language Instruction Eligibility Certificate

- **If you are attending or attended a Quebec English language school, you already have your eligibility to receive instruction in English.** *If you have been approved for “temporary” eligibility (under section 84.1 of the *Charter*), you must inquire about your eligibility again.
- Under *the Charter of the French language (CQLR, c C11)*, a certificate of eligibility is generally issued to students:
 - who have received the major part of their elementary or secondary school instruction in English in Canada;
 - whose brother or sister completed the majority of their elementary or secondary studies in English in Canada;
 - whose father or mother did the major part of his or her elementary studies in English in Canada;
 - whose father or mother attended school in Quebec after August 26, 1977, and could have been declared eligible for instruction in English at that time.
- In the first two cases, the father or mother of the child must be a Canadian citizen. In the third case, the parent who studied in Canada must be a Canadian citizen.
- These are the most common situations that allow a child to receive instruction in English. A certificate of eligibility for instruction in English issued under sections 73, 76 or 86.1 of the Charter of the French language is permanent; in other words, it does not expire.

English Language Instruction Eligibility Certificate

- Students who may have a right to attend an English school, but who decided to attend a French elementary and/or high school in **Québec will need an Eligibility Certificate** to be exempted from the French Exit Exam requirement. **A certificate of eligibility must be requested prior to graduation from high school.**
- Students who are attending high school in another province, are not recorded in the database and therefore **are not eligible to apply for an Eligibility Certificate** (unless they enroll and attend a Quebec secondary school and apply for the certificate).
- Certificate holders are referred to as “ayant droits” and non-certificate holders are referred to as “non-ayants-droits”.



Exemptions: Certificate of eligibility

- To qualify for the exemptions and the prioritization measures provided for in the Charter, students must be educated in English in college and have been declared eligible for instruction in English before graduating from secondary school.
- As such, only those students who are eligible for instruction in English in preschool, elementary school or secondary school and who do not have a certificate of eligibility, such as students who were educated in French in elementary school and secondary school, are required to take the necessary steps prior to completing Secondary V. For the other students, the certificate of eligibility automatically appears in their student file.
- **Unless they have already been declared eligible to receive instruction in English under the Charter, Indigenous students in Secondary IV or V who are pursuing their educational path in English at the following schools must apply for a certificate of eligibility for instruction in English before the completion of their secondary school studies:**
 - schools under the Cree School Board
 - schools under the Kativik Ilisarniliriniq School Board
 - Jimmy Sandy Memorial School (Naskapi School)
 - schools in other Indigenous communities in Québec
- For more information on eligibility for preschool, elementary and secondary education in English, including how to apply to a school body to obtain a certificate of eligibility....

Priority Admissions for Certificate Holders

- **As of Fall 2023**, students eligible to receive instruction in English are receiving priority admissions.
- Priority of admission does **not** equal guaranteed admission into a college or program of choice. Applicants will still have to respect admission requirements in order to be admitted into any given program.



Language Based Exit Exams

- **Before August 2023**, all students enrolled in English-language CEGEPs were required to pass an *English Language Exit Exam* to obtain their Diploma of College Studies.
- **Starting August 2023**, all persons declared eligible to receive instruction (certificate holders) in English continue to work towards passing the *English Language Exit Exam*.
- As of August 2023, students who are admitted to an English-language CEGEP and are not certificate holders will be required to pass the *French Language Exit Exam*.
- These exams are a requirement to obtain the Diploma of College Studies. Conversely, those with a Certificate of Eligibility will not need to write the French Exit Examination but still need to complete the English Exit Examination as is currently the case. **Students who are not eligible to receive instruction in English will be required to pass the French Exit Exam (l'Épreuve uniforme de Français) at the end of their program.**



Students Starting in Fall 2024 - Additional French Language Courses or Program Courses in French

- Students admitted to the Fall 2024 semester who are eligible to receive instruction in English will have to take courses in French. These students will have the following option:
 - Three additional French language courses (courses to improve their French);
OR
 - Three program courses in French
- Students admitted in the Fall 2024 semester who are not eligible to receive instruction in English will take, as part of their program:
 - Two courses in French (program courses given in French) on top of their current three French EUF prep courses.
- This requirement is new, since all students currently complete their courses in English, with the exception of second language courses.



Program Courses Offered in French at Heritage College

Program	French Program Course	Semester
GAWD	Digital Marketing	4
CS	Math for Computer Science	1
EIT	Project 4	4
Nursing	Issues in Professional Nursing	6
SET	Intervention: Violence and Social Exclusion	5
ECE	Play-based learning	1
AMT	Francais des affaires (existing coures in profile)	4
HRM	Francais du tourisme et de l'hotellerie (existing coures in profile)	5
Science	Probability and Statistics	2
Social Science	Becoming a Social Scientist	1
Liberal Arts	Modern Philosophy (program course)	3
	Drama, Drawing, Language and Analysis of Film (options)	
Visual Arts	Drawing III	3

Fixed Cap on Admissions

- English colleges are now subject to an admission cap. The total number of students registered in all English colleges across Québec cannot exceed 17,5% of the total number of students in all colleges, French and English combined, in Québec.
- At Heritage College, this means we cannot have more than 1198 students in our diploma of college studies (DEC) programs. This number is similar to our current student population.





Questions

