



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

COMMITMENT- TO-SUCCESS PLAN

Cycle 2 of 3

2023 – 2027



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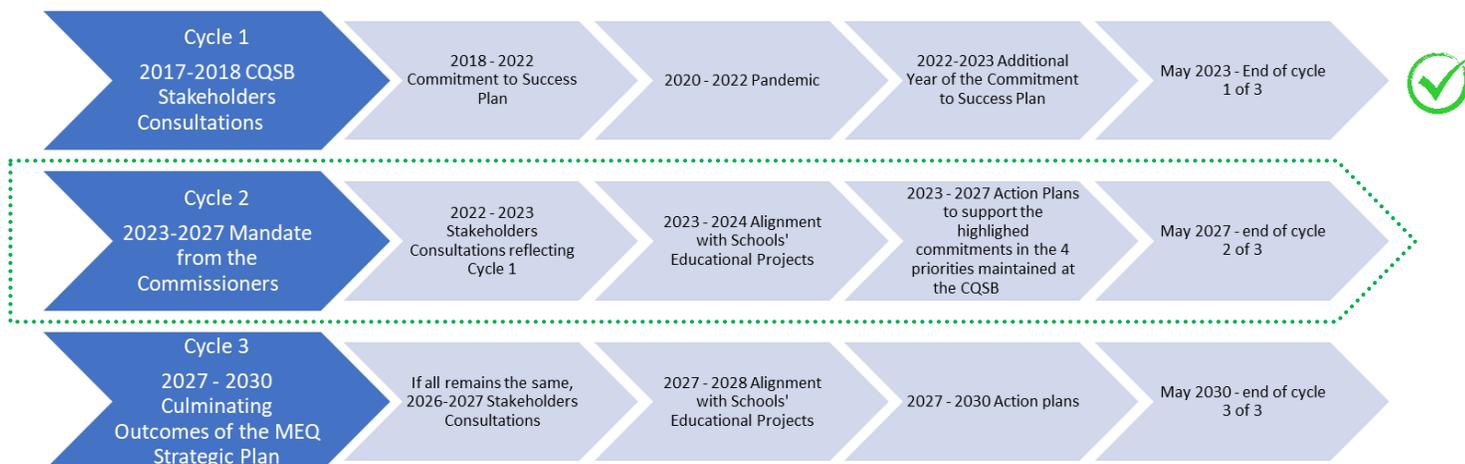
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1. INTRODUCTION—COMMITMENT-TO-SUCCESS PLAN

The Central Québec School Board’s (CQSB) 2017-2030 Commitment-to-Success Plan (CtSP) goal is to share with its communities its vision of educational success moving into the future.

Three Successive Cycles

Aligned with the *Ministère de l’Éducation (MEQ)* Strategic Plan and Policy on Educational Success, it is structured into three successive cycles.



Cycle 1 of 3—2017-2023

Initially set to end in 2022, the first cycle of our CtSP was extended until 2023, as the pandemic (2020-2022) brought in its wake many unforeseen delays. Nevertheless, this first cycle proved to be a valuable tool from which stemmed this second cycle version.

Cycle 2 of 3—2023-2027

In essence, this second cycle is built on the foundation of the very best elements comprised in the first cycle. In order to ensure learning at high levels for all, this second segment demonstrates

how the CQSB will address the [Minister’s Main Orientations](#)

- Success for ALL Students as a First Priority
- Vocational Education Attractiveness
- Student Retention
- Wellbeing

as well as outline areas of improvement to educational success specific to CQSB in accordance with our [Priorities](#)

- Cultural Identity
- Inclusive Education
- Wellness
- Retention and Success of Indigenous Learners

2. PORTRAIT

The CQSB is an English-language school board ensuring the management of a network of schools scattered over a vast territory and catering to the needs of **over 5,200 students, youth and adults**.

On a broader scale, as the CQSB is one of nine English School Boards in the province of Québec, we are part of a vibrant learning community that opens doors to cutting edge professional development for our staff and provincial activities for our students.

What We Stand For

Mission

Support **vibrant learning communities** in its schools and centres that **empower all students** to receive the best possible education, to **foster their social development** and to prepare them to **achieve their fullest potential** and become contributing members of our ever-changing society.

Beliefs

- Learning is a lifelong process;
- There is richness in **diversity**;
- All individuals have potential to improve and have the right to develop their potential in a **safe, caring** and **inclusive** environment;
- Students must always be placed as the priority

Values

- **Openness**
- Leadership
- Cooperation in a caring and learning environment

Vision

LEARNING FOR ALL

Continuons à apprendre
Learning for all

Quality Educational Services

In keeping with its mandate as outlined in Sections 207 to 209 in the Education Act, the CQSB pledges:

- To offer quality educational services from early childhood to adult and vocational education in a healthy, safe, caring and inclusive learning and working environments, and
- To provide such services using sound governance practices with an equitable distribution of human and financial resources.

Our Definition Success

For the CQSB, success means more than obtaining a diploma. Indeed, it is the achievement of one's full potential in every aspect of life, regardless of one's background, environment, or characteristics.

Central Québec's commitment to its early childhood programs confirms its belief that educational success begins at a very early age and that it continues throughout life.

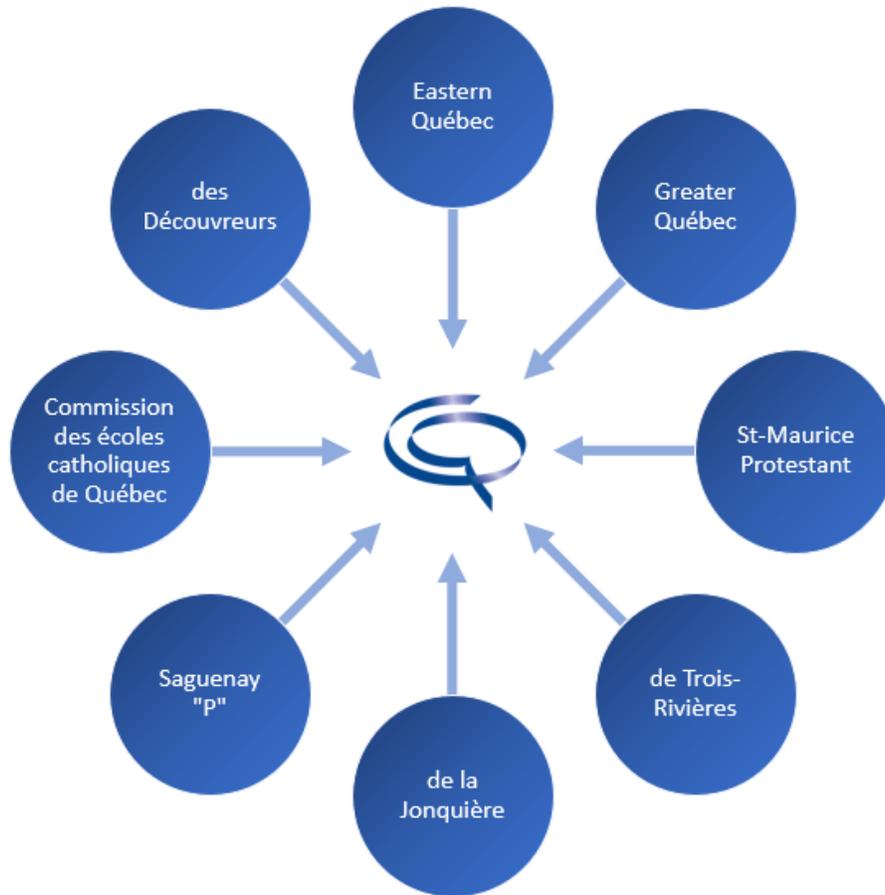


History

Since 1867, the CQSB has served the English-speaking community in the geographic centre of the province of Québec under various names.

On July 1st, 1998, its present constituency was established as a result of the creation of linguistic school boards.

This merger brought together schools previously under the jurisdiction of eight different school boards.



School Boards Involved in the Creation of the CQSB

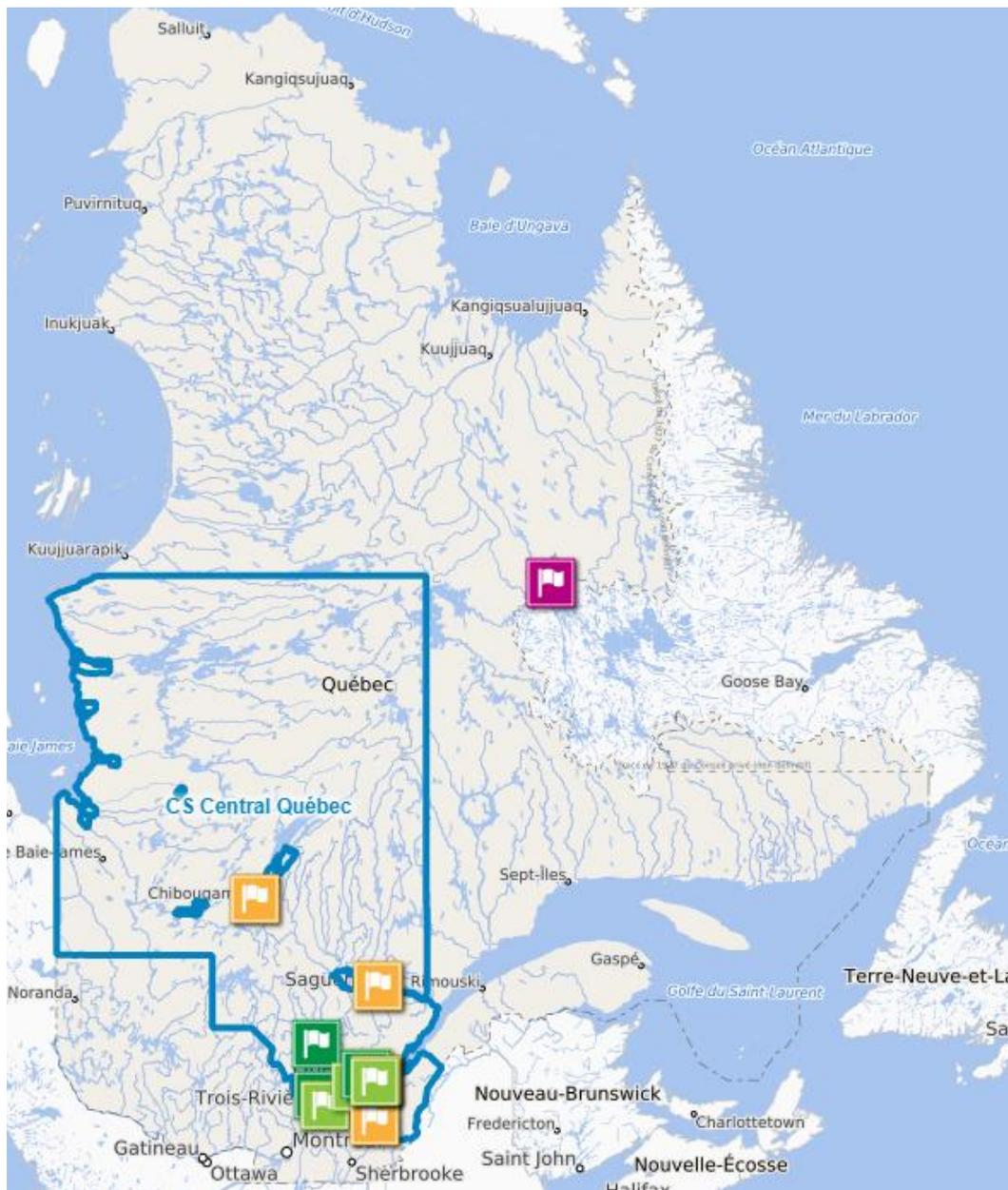
Territory

The Central Québec School Board has the distinction of being the English Board with the largest territory in the province of Québec ⇨ 515,000 km² or 35 % of the province's territory. This brings a unique set of challenges.

Our schools are spread out over geographically isolated communities with widely varying demographics.

Ensuring an equitable educational experience for everyone is among the CQSB's beliefs, and ensuring delivery on this conviction can be costly.

All CQSB schools are regional as opposed to "des écoles de quartier". Consequently, a significant number of pupils travel long distances - over 100 kilometres a day - and spend two hours or more on the school bus every day to benefit from English education.



Schools and Centres

The CQSB is responsible for (18) eighteen schools and (2) two Adult and Vocational Education Centres.

Through an agreement among the various levels of government, the Board is also fiduciary for Jimmy Sandy Memorial School as well as the James Chescappio Memorial Learning Centre. Both located in Kawawachikamach near Schefferville, their student body is comprised of Naskapi and Innu.

Elementary Schools

- Everest Elementary School (Québec City)
- Holland Elementary School (Québec City)
- Mauricie English Elementary School (Mauricie)
- Portneuf Elementary School (Québec City)
- Riverside Regional Elementary School (Saguenay)
- Ste-Foy Elementary School (Québec City)
- St. Vincent School (Québec City)
- Valcartier Elementary School (Québec City)

Secondary Schools

- Québec High School (Québec City)
- Riverside Regional High School (Saguenay)
- St. Patrick’s High School (Québec City)
- Three Rivers Academy (Mauricie)

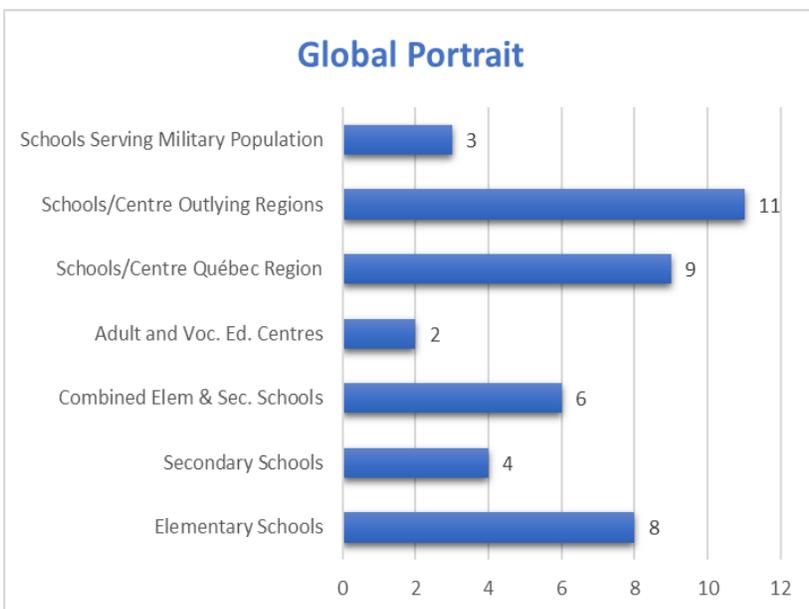
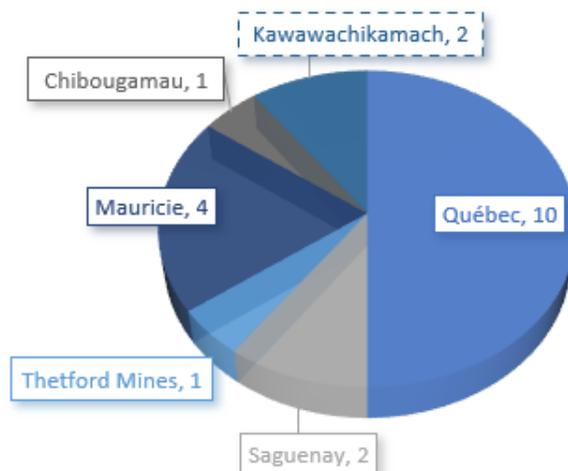
Combined Schools—K to Sec. 5

- A.S. Johnson Memorial School/St. Patrick Elementary School (Thetford Mines)
- Dollard-des-Ormeaux School (Québec City)
- Jimmy Sandy Memorial School (Kawawachikamach)
- La Tuque High School (Mauricie)
- MacLean Memorial School (Chibougamau)
- Shawinigan High School (Mauricie)

Adult and Vocational Education Centres

- Eastern Québec Learning Centre (Québec City)
- James Chescappio Learning Centre (Kawawachikamach)

SCHOOLS PER REGION



Over 90 % of our students are Francophone and begin their student career as English second-language learners.

Our secondary schools range from approximately 75 to 600 students.

Our largest elementary school serves over 500 students. Our smallest, approximately 60.

Enrolment Figures

Youth Sector—Enrolment Figures

Elementary Schools (*)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Dollard-des-Ormeaux - Elementary	523	543	523	525	459	429
Everest Elementary	302	324	304	315	317	427
Holland Elementary	277	300	310	279	260	253
La Tuque High School—Elementary	95	97	97	113	113	106
New Liverpool Elementary (<i>opens July 1, 2023</i>)						307
MacLean Memorial School—Elementary	155	146	142	154	143	126
Mauricie English Elementary	322	352	341	378	381	414
Portneuf Elementary	115	118	117	118	114	103
Riverside Regional Elementary	345	350	364	366	397	401
Shawinigan High School—Elementary	157	165	184	180	174	190
Ste-Foy Elementary	180	179	166	158	166	217
St. Patrick Elementary	159	162	182	186	204	198
St. Vincent (<i>closes June 30, 2023</i>)	468	480	459	495	492	
Valcartier Elementary	74	77	79	75	92	100

Totals	3172	3293	3268	3342	3312	3271
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Jimmy Sandy Memorial—Elementary	149	184	183	186	195	n/a
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2023-24 Projected

Secondary Schools (*)	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
A.S. Johnson Memorial—Secondary	88	89	89	88	92	99
Dollard-des-Ormeaux - Secondary	141	127	127	154	164	168
La Tuque High School	44	53	59	55	64	77
MacLean Memorial School—Secondary	87	91	95	85	81	95
Québec High School	319	335	332	400	437	411
Riverside Regional High School	127	131	130	146	153	169
Shawinigan High School	57	57	58	65	78	86
St. Patrick's High School	618	643	668	656	635	618
Three Rivers Academy	120	143	140	145	153	176

Totals	1601	1669	1698	1794	1857	1899
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Jimmy Sandy Memorial—Secondary	72	69	74	74	89	n/a
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2023-24 Projected

Source: CQSB Internal Statistics and *Prévision de l'effectif scolaire au 30 sept. 2022*, Dir. des indicateurs et des statistiques MEQ

(*) Based on September 30th of year

Youth Sector - Current and Projected Enrolment—Global

The student population will be relatively stable from 2023 onwards with a trend toward a slightly increasing enrolment. To be noted that a slight decrease in elementary student population is counterbalanced by a slight increase in kindergarten and secondary student population.

To maintain our services and programs in schools located outside of the metropolitan area of Québec, efforts continue to be made to recruit and retain more of our elementary students to continue their secondary studies at CQSB. As it is stated in our [CQSB Priority – Cultural Identity](#), student retention at all levels is a constant focus.

Level	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	581	587	591	606	593	601	604
Elementary	2735	2717	2691	2663	2667	2655	2682
Secondary	1889	1940	1963	1976	1950	1974	1946
TOTAL	5205	5244	5245	5245	5210	5230	5232

Source: CQSB Internal Statistics and *Prévision de l'effectif scolaire au 30 sept. 2022, Dir. des indicateurs et des statistiques MEQ*

Adult General Education—Current Enrolment

At the Eastern Québec Learning Centre registration for Adult General Education has remained relatively constant over the last few years. However, the profile of the student has changed.

- The majority of the students are immigrants to Québec who prefer to study in English to increase their employment opportunities. A majority of their second language is English.
- The number of students aged 16 to 19 years of age has greatly diminished.

With the MEQ's plan for ALL Adult General Education Centres to offer francization programs, this will attract even more immigrants to the EQLC.

In addition to being in link with the [MEQ's Objective 2 - Modernizing and Valuing Vocational Education](#), this constitutes a great promotional opportunity for the EQLC.

Eastern Québec Learning Centre General Education	2018-19	2019-20	2020-21	2021-22	2022-23
Number of registered students	142	106	148	130	
ETP	42.99	39.01	38.98	37.51	
Diplomas DES	9	9	27	4	
Registrations Expected (2023-05-29)					114
ETP Expected					n/a

Source: CQSB Internal Statistics

Eastern Québec Learning Centre Vocational Training	Number of Registered Students				
	Confirmed				Expected (23-05-29)
	2018-19	2019-20	2020-21	2021-22	2022-23
STC Support for Assistive Care in Long-term Care Centres (Dedicated Amount)	15	38	57	14	
Starting a Business		9			
Hotel Reception ATE	9	9	12	1	
Health Assistance and Nursing (HAN)	28	32	34	32	
HAN <i>Mise à niveau OIIAQ</i>	1	3	2	3	
Pharmacy			7	5	
Institutional and Home Care Assistance		5			
Secretarial Studies				1	
Registration ¹ -20 years old	8	16			
Registration ² 20+ years old	45	80			
TOTAL	53	96	112	56	43
ETP -20 years old	3.77	3.25	n/a		
ETP 20+ years old	12.33	19			
TOTAL	16.1	22.25	32.83	21.27	n/a
Diplomas DEP	35	27	57	56	

Source: CQSB Internal Statistics

STC: Skills Training Certificate

Socio-economic Factors

Five (5) CQSB schools are located in low socio-economic areas* and qualify for additional funding measures through the MEQ's budgetary rules. To be eligible, schools must have a decile ranking IMSE** of 7 or above:

- La Tuque High School in La Tuque
- MacLean Memorial School in Chibougamau
- Shawinigan High School in Shawinigan
- Mauricie English Elementary School
- Three Rivers Academy

Designed to build sustainable changes in classroom practices leading to increased student engagement and success, these funding measures are:

- 15011 — *Agir autrement* (NANS - New Approaches, New Solutions)
- 15014 — *Études dirigées*
- 15015 — *Réussite en lecture, en écriture et mathématiques au primaire*

The Minister of Education has cited the principle of [increasing the success of all students](#) as one of the major themes in its Strategic Plan.

Moving forward, the CQSB will work with the schools in question to identify areas of concern, and support school teams in building high-leverage practices to ensure that the students achieve their full potential.

**Even though these five schools are found in regions considered to be disadvantaged, children coming from poverty milieux are found in all CQSB schools, even those situated in more affluent neighbourhoods.*

***Indice de milieu socio-économique*

881000 Commission scolaire Central Québec (881000)
 Écoles primaires

Code de l'école	Nom de l'école	Indice du seuil de faible revenu	Rang décile (SFR)	Indice de milieu socio-économique	Rang décile (IMSE)	Nombre d'élèves (30/09/2021)
881001	École Saint-Vincent (881001)	7,13	4	4,41	3	408
881003	École Dollard-des-Ormeaux (881003)	2,24	1	4,13	2	450
881004	École primaire Holland (881004)	8,08	5	4,03	2	239
881006	École primaire Sainte-Foy (881006)	6,51	4	2,14	1	146
881008	École primaire de Valcartier (881008)	1,24	1	0,18	1	62
881009	École primaire de Portneuf (881009)	3,52	1	5,78	4	96
881010	École primaire Saint-Patrick (881010)	4,23	2	6,37	4	153
881011	École primaire de l'Everest (881011)	10,10	6	5,53	4	265
881014	École primaire anglophone de la Mauricie (881014)	13,22	7	11,50	8	291
881016	École secondaire de Shawinigan (881016)	14,22	8	12,18	8	145
881017	École secondaire de La Tuque (881017)	10,77	6	17,58	10	89
881020	École primaire régionale Riverside (881020) 2017	5,86	3	5,86	4	309
881021	École MacLean Memorial (881021)	4,45	2	17,25	10	120

881000 Commission scolaire Central Québec (881000)
 Écoles secondaires

Code de l'école	Nom de l'école	Indice du seuil de faible revenu	Rang décile (SFR)	Indice de milieu socio-économique	Rang décile (IMSE)	Nombre d'élèves (30/09/2021)
881002	École secondaire Québec High School (881002)	8,10	4	4,36	2	381
881003	École Dollard-des-Ormeaux (881003)	2,14	1	4,37	2	154
881005	École secondaire Saint-Patrick (881005)	7,08	3	4,53	2	654
881007	École secondaire A.S. Johnson Memorial (881007)	4,39	1	7,43	4	88
881015	Académie de Trois-Rivières (881015)	12,50	7	11,92	8	145
881016	École secondaire de Shawinigan (881016)	16,10	8	13,02	9	65
881017	École secondaire de La Tuque (881017)	7,93	4	21,10	10	55
881019	École secondaire régionale Riverside (881019)	5,74	2	5,45	2	145
881021	École MacLean Memorial (881021)	3,61	1	20,47	10	85

Source : MEQ, PSP, DGSRG, DIS, compilation spéciale des données du recensement canadien de 2016 (production mars 2022).

Note : Les écoles sont classées sur une échelle allant de 1 à 10, le rang 1 étant considéré comme le moins défavorisé et le rang 10 comme le plus défavorisé. Les écoles institutionnelles avec entente MEQ-MSSS ne sont pas diffusées, de même que les écoles avec moins de 30 élèves présents au 30 septembre.

Il n'y a pas d'indices de défavorisation pour les commissions scolaires à statut particulier (Littoral, cri, Kativik), de même que pour les établissements d'enseignement privés et les écoles gouvernementales.

Human Resources

Living and Working Environments

The CQSB is a tight-knit community where employees and students alike learn to thrive together.

Spread over several locations on a vast territory, employees are working in establishments that are situated both in urban settings as well as in environments where nature and wide-open spaces predominate.

In our schools and centres, we find a diversity of individuals passionate about the world of education. Rigour, openness, and dedication define us. We encourage creative spirits and those with special talents to share their skills with our students through many extracurricular opportunities.

Recruitment

Finding English-speaking or bilingual employees has always been a challenge in a Francophone province. Our talent acquisition personnel work relentlessly at attracting the best talents in all categories of employment. Retaining our employees is also a focus of ours, as they constitute the heart of our school board.

Professional Development

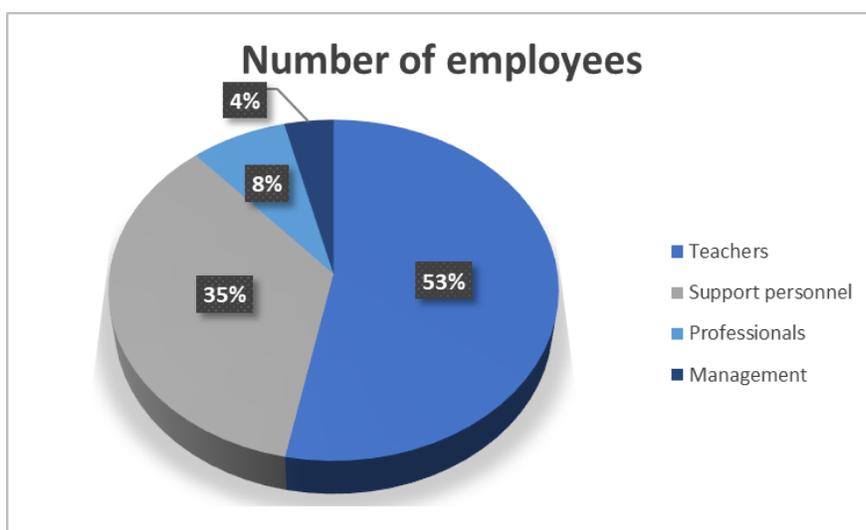
CQSB believes that learning is a lifelong process. As a result, the school board has a history of investing funds in professional development to empower administrators, teachers, professionals and support staff in becoming effective leaders, educators and engaged members of our team—all contributing to ensuring all students achieve success.

Wellness

The wellness of our employees is essential. To best support them in reaching and maintaining a healthy work-life balance, we offer

- EAP—Employee Assistance Program available 24/7
- Telemedicine Service—available 24/7
- Mental health initiatives, such as webinars, capsules, various trainings
- Flexible work schedule (when applicable)
- Summer schedule
- Telework options
- and much more...

Personnel in Numbers



To best serve our 5,200 students, youth and adults, the CQSB employs approximately 1000 individuals.

Source: Internal HR Statistics

Complementary Educational Services

Students with Special Needs

The CQSB has seen a rise in the number of students with special needs over the last ten years. The complexity of the students' needs has also become more challenging with a notable increase in the early years of schooling (Kindergarten and Cycle 1-elementary).

Our Philosophy of Inclusive Learning

At the elementary level, all students are included in a regular setting. However, a small group with severe language disorders benefit from the services of a reduced ratio group in one of our schools.

At the secondary level, all our students are following one of the several programs available. Only a small group of students with intellectual delays benefit from a reduced ratio group at one of our schools.

Additional resources are always required to ensure that all our students meet with success. These resources also include professional development for in-school staff so that they are better able to work with the diverse range of learners' abilities.

As such, the consultation process confirmed that the [CQSB Priority - Inclusive Education](#) is maintained for 2023-2027 but does add other categories of learners in considering [Equity, Diversity and Inclusion \(EDI\)](#).

Number of Students with Special Needs—Codes

Officially Registered CQSB Students	2018-2019		2019-2020		2020-2021		2021-2022	
CODES	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Identification 01	189	22	148	225	168	238	203	185
Identification 02	80	225	49	85	43	80	59	84
Identification 11	46	12	35	15	34	13	51	13
Identification 12	21	3	14	6	5	6	4	4
MEES Codes 14-99	107	81	126	91	119	82	147	104

Source: Numbers extracted from GPI

Instructional Educational Services

The Ministry of Education Policy on Educational Success underscores the following fundamental orientations that the Central Québec School Board embraces.

Early Intervention

EARLY CHILDHOOD EDUCATION

An Early Childhood Learning Committee has been overseeing early childhood education at CQSB since 2009.

An annual symposium which focuses on the importance of [learning through play](#) with respect to developmental milestones and Ministry programs, is offered to provide professional development and networking opportunities to

- Daycare Technicians
- Early Childhood Educators
- Kindergarten Teachers

In the last few years, invitations have been extended to

- Cycle 1, year 1 teachers,
- Resource Teachers
- In-school Professionals

FOUR-YEAR-OLD KINDERGARTEN

The four-year-old Kindergarten Program provides children and their parents the opportunity to learn about school culture, making healthy connections between the home and school environment.

The aim is to have children acquire attitudes, strategies and a desire to learn, creating a solid foundation from the onset.

In our first cycle of the CtSP, one school was offering this program

- MacLean Memorial School, Chibougamau

In this second cycle, nine schools are now offering the program

- Jimmy Sandy Memorial School, Kawawachikamach
- La Tuque High School – Elementary, La Tuque
- MacLean Memorial School, Chibougamau
- Mauricie English Elementary School, Trois-Rivières
- New Liverpool Elementary School, Lévis
- Shawinigan High School–Elementary, Shawinigan
- St. Patrick Elementary School, Thetford Mines
- Ste-Foy Elementary School, Québec
- Valcartier Elementary School, St-Gabriel-de-Valcartier

Diverse Needs

CQSB schools may offer the following pathways based on their clientele needs and enrolment numbers:

WORK ORIENTED TRAINING PATH (WOTP)—2 PROGRAMS

- Pre-work Training (PWT)
A three-year program that provides students
 - a gradual transition into work and community life, in addition to academic instruction aligned with each student's needs, abilities and IEP goals
 - pre-work Training certificate attests to students' general employability skills.

- Training for a Semi-Skilled Trade (TST)
A one-year program that provides
 - focused training in the workplace leading to certification in a designated semi-skilled trade
 - opportunity for intensive academic study in the three core academic subjects: English Language Arts, Mathematics, and French Second Language

CONCOMITANCE

This program targets students in Secondary, Cycle 2 who are interested in concurrently following a vocational program and programs of study in the general youth sector.

PPP-FP (*Projet pédagogique particulier préparant des élèves de 15 ans et plus à la formation professionnelle*)

The PPP-FP gives Cycle 2 students learning at a Secondary 3 level in the core subjects (Mathematics, English Language Arts and French Second Language) and who are aiming at registering in a Vocational Education Centre the opportunity to work toward obtaining the prerequisites to be accepted in a vocational training program.

School Teams

TEACHER INDUCTION

The School Board has been operating a Teacher Induction Program since 2004.

Previously held in a 4 consecutive days format, the Human Resources Department, in collaboration with the Educational Services Department, is now offering our newly hired teachers 4 training days spread out during the year.

A variety of information is provided, and a range of topics are covered in engaging, hands-on format to ensure that new teachers have the knowledge and resources needed to begin the school year.

Throughout the school year, the School Board consultants continue to provide ongoing support to new teachers.

We are developing and implementing in 2023-24 a teacher mentorship program that we are very proud of. Making the newest teachers benefit from their peers' experience is as much of a privilege for the mentor as is it for the mentee. This program will ensure succession as well as continuity of our mission and vision.

CULTURE OF PROFESSIONAL DEVELOPMENT—PEDAGOGICAL SUPPORT

Educational Services (Instructional and Complementary) has a team of pedagogical consultants and professionals. Throughout the year, a range of support, either in the form of workshops or by school visits to work directly with teams and individuals, is provided.

Professional development opportunities are also provided outside the school board under the umbrella of organizations within the Anglophone sector such as LCEEQ or LEARN.

LCEEQ Leadership Committee for English Education in Québec
LEARN Leading English Education and Resource Network

PROFESSIONAL LEARNING COMMUNITIES — A COLLABORATIVE APPROACH

Much of the professional development undertaken in our first cycle of our Commitment-to-Success Plan has been related to the implementation of Professional Learning Communities (PLC) in our schools in collaboration with the Educational Services team.

PLCs provide the structure for increasing student success through [collaborative teams of educators](#) using evidence (data) to inform their interventions. Data-driven decision-making is an integral part of the strategies used at CQSB to drive student success. This is aligned with the Ministry's quest to ensure alignment with local, Board and Service Centre data and, ultimately, Provincial data portraits.

Schools now strive to implement high-leverage practices in this area such as Response to Intervention (RTI)—a tiered approach to student support.

Shared leadership and collaborative practice are engrained components of school culture in a PLC. Work continues with all our schools in this area; professional conversations, offers of service and strategies are presented and maintained in this lens.

Literacy and Numeracy

The CQSB ranks consistently among the top-performing boards in the Province of Québec. [High Academic Achievement](#) is part of our culture. Such proficiency is the result of an annual Strategic Professional Development Plan based on school needs.

Educational Services is responsible for ensuring that our students have access to a guaranteed viable curriculum. Initiatives and interventions are put into place where there is a demonstrated need.

MATH SUMMER INSTITUTE PROJECT VS. MATH FOCUS GRANTS

Provincially, math results in the elementary grades in the Anglophone Sector reveal that most students are not meeting with success, especially in the [Problem-Solving Competency; an Objective the Ministry wants to focus on in 2023-2027](#) as well.

Following an analysis of the data to isolate the problem, conducted in 2017-18 by the LCEEQ for the nine (9) English Boards, the project was launched in 2018-19.

Elementary and Secondary Math teachers from across the province meet during the summer to learn about teaching math conceptually. Ongoing support, provided by the CQSB Math Consultant, continues with 6 cohorts of teachers who have given up a part of their summers to engage in high-leverage professional development. One new cohort was launched per summer since 2018 and the engagement is for 3 summers per cohort—this long-term project has resulted in a shift in classroom practice, and how our teachers are looking at, and teaching math.

This initiative has sparked a second layer of support in the Math Focus Grants which school boards can apply for to ensure that the impact of the Math Summer Institute project lives on in local school endeavours—to ensure that school capacity is maintained; that the shift is sustained.

Finally, [these endeavours are directly linked to the Ministry Orientation](#) on Grade 6 mathematics success on the problem-solving competency which is a focus in the Commitment-to-Success Plan.

MARKING CENTRES AND PRE-MARKING | BENCHMARKING CENTRES

Each year, consultants from Educational Services provide marking centres as professional development to specific grade-level English Language Arts (elementary and secondary), French (elementary and secondary) and Mathematics (elementary) teachers.

Teachers mark students' work together to come to a common understanding of the evaluation tools and reach consensus about the students' marks.

Data from the evaluation tools is collected to track student success. Data is also used to target areas of the programs where students are struggling so the schools and School Board can plan strategically to address these concerns through specific professional development offers.

Since the pandemic, when all mandated evaluations were put on hold, a new facet of professional development came about in pre-marking | benchmarking centres—an opportunity for teachers to meet in the late winter to go over marking modalities, expectations and criteria. This look at evaluation practice prior to marking yields better teaching strategies at the onset of evaluations, rather than post evaluations. It enables teachers to collaborate, in a temporary Professional Learning Community, to set common understanding on Ministry and Board evaluations expectations.

LEARNING TO BE PRIORITIZED VS. ESSENTIAL LEARNING GOALS

As the pandemic set in and halted in-person learning, the Ministry developed the Learning to be Prioritized (LP) for students so that in a shortened timeframe they could master what essential curriculum facts were needed for them to move on to the next level in the following year.

These differ slightly from the Essential Learning Goals (ELG) which ensure another form of efficacy in curriculum delivery, but take into account the entire curriculum, rather than the priorities.

Thus, both LP and ELG can walk hand in hand, in order to support schools in addressing the first key question asked in PLCs—*What is it we want our students to learn?*

Work will continue in this vein to support school teams in the process of unwrapping the learning essentials and establishing clear, learning targets. Certain schools will embark into the development of the ELGs in this second cycle of the CtSP.

Relationships – “Educator-Child” and “Teacher-Student”

STUDENT ENGAGEMENT

Student engagement is when students are active contributors involved in the learning environment. CQSB will continue to support two initiatives launched in the first cycle of our CtSP that provide students a voice:

- **Student Surveys**

- “OUR SCHOOL Survey”

- This online tool is provided by The Learning Bar. An elementary survey is designed for Grade 4 to 6 students, whereas another one is provided to secondary students (all levels).

- The survey is administered once a year. Questions are grouped by category: Social-emotional, Physical Health, Academics and School Environment.

- “Compass Student Questionnaire”

- This student survey is initiated by CIUSSS (03 Region) and designed by the University of Waterloo.

- Three CQSB schools are currently engaged with this tool:

- Dollard-des-Ormeaux School launched in 2016-2017 / 2017-2018 in Courcelette
 - St. Patrick’s High School (launched in 2017-2018) in Québec City
 - Quebec High School (launched in 2017 -2018) in Québec City

- **Student Advisory Committee**

- The pandemic stopped our Student Advisory Committee (STAC) regular meetings. We plan to reinstate this committee as of 2023-2024. Students were nonetheless consulted for this second cycle of the CtSP for CQSB Priorities and Commitments.

21st-Century Competencies

GLOBAL CITIZENSHIP

As never before, our students today are required to know more about the world in which they live in. They need to be sensitive to foreign cultures, and how to develop relationships.

Central Québec will launch in 2023-24, as per the provincial endeavour, francization groups at the Eastern Québec Learning Centre. We hope this will lead to more students registering in our Vocational Centre as it will increase the exposure of our students to Diversity and Inclusion, a priority in our Commitment-to-Success Plan.

The CQSB continues the development of its International Student Program which sees students from multiple countries join our secondary students in our schools for a part or an entire school year.

DIGITAL CITIZENSHIP

In an age of overflowing information and proliferating of social media, our students need to rapidly process what is coming at them and distinguish what is reliable and what isn’t.

To support students with the realities of information technology and develop responsible Internet practices, the Board remains committed to ensure that Digital Citizenship is taught and practiced in the schools. It is also part of the Ministry’s Digital Action Plan for boards and schools.

EMOTIONAL INTELLIGENCE

Through the delivery of a guaranteed viable curriculum, our students learn important communication skills and the ability to work in teams and collaborate with others while solving problems in authentic situations. The ability to be empathetic to the world around them will prepare students to address a wide variety of issues.

The new *Culture et citoyenneté québécoise* course touches on the values of [Equity, Diversity and Inclusion](#)—a priority in our [Commitment-to-Success Plan, Inclusive Education](#).

Lifelong Learning

The CQSB is more than just brick-and-mortar structures and the educational activities taking place within those walls. It is a community of learners bound by a common heritage of the English language. One of our pillars is our strong sense of community, and our desire to preserve and strengthen it.

All the stakeholders who took part in this second cycle consultation process still mentioned how important it is to preserve our sense of community. It is what distinguishes us, as reflected in the Cultural Identity Priority of the CQSB.

To continue to build that sense of community in a Board that covers a wide geographic region, we offer opportunities for students and staff to connect with each other and learn from one another beyond the walls of their classroom and their own school community.

- [Performing Arts Festivals \(PAF\)](#)
Each spring, the Performing Arts Festivals take place; one for elementary students and one for secondary students. The PAFs bring together students from across the Board to share their artistic productions (dance, theatre, photography, visual arts, and music) and take part in a variety of workshops given by artists.
- [PIX Contest](#)
CQSB promotes visual arts by holding an annual photography contest open to all students (Kindergarten to Secondary V) and personnel.
- [Cross-country Run](#)
CQSB holds their annual Cross-country Run and will celebrate, in the fall of 2023, its 25th edition. Open to elementary and secondary students as well as adults, the event promotes the importance of an active, healthy lifestyle and brings the larger CQSB community together (students, parents and staff).
- [Elementary Track and Field](#)
This annual spring event promotes healthy living by bringing elementary cycle 3 students together from across the school board to take part in a range of track and field events.
- [Fall Fest](#)
The community organization, Voice of English-speaking Québec, is responsible for creating the annual Fall Fest showcasing Anglophone organizations and services within the Greater Québec region. The Board and its schools within the region take part and are seen as significant partners.
- [WE are CQ](#)
Created in 2018-19, this annual event promotes student engagement, the importance of healthy living and leadership skills by bringing together interested secondary students from across the Board to engage in a wide range of activities.

Community Learning Centres

Community Learning Centres (CLC) are created in conjunction with the Minister of Education. Through funding provided for minority languages in the Province of Québec (*Entente Canada-Québec*), seven schools are involved in community outreach.



As such, they create projects to construct bridges between their school and their community. CLCs provide a range of services and activities, often beyond the school day, to help meet the needs of learners, their families, and the wider community

- A.S. Johnson/St. Patrick Elementary
- Holland Elementary—Extended Model with QHS
- La Tuque High School
- Quebec High School
- Shawinigan High School
- Valcartier Elementary School

Continuing Education

The Eastern Québec Learning Centre (EQLC) has been providing adult education services in English for close to 35 years. The Learning Centre's reputation as a small centre with a dynamic, caring approach has contributed to student success in General Education, Vocational Training and language courses.

Its mission is to promote student success and lifelong learning and prepares a diverse clientele of learners for further education and/or the workplace. Students receive quality English instruction in a stimulating, safe, mutually respectful and supportive environment. Personalized support during the individual learning process enables students to take their place in society as reliable, confident, professional, autonomous and successful adult self-learners.

The student population is composed of individuals

- from multicultural, bilingual or multilingual backgrounds
- ranging in age from 16 to 65 years old
- enrolled in the hopes of completing prerequisite courses for Vocational Training programs or to complete the required courses to obtain their Diploma of Secondary Studies
- who are high school graduates who register in mathematics and science courses to complete prerequisite courses for CEGEP or university studies

The **General Education sector** provides students with two main types of programs

- studies for those seeking to complete their high school diploma or prerequisites for Vocational Training programs or CEGEP studies
- francization and English as a second language courses

The **Vocational Training opportunities** include the following professional programs

- Starting a Business
- Hotel Reception
- Health, Assistance and Nursing
- Pharmacy Assistant Technician
- Institutional and Home Care Assistance
- Secretarial Studies

Furthermore, the EQLC has been actively offering the

- Skill Training Certificates in the fields prioritized by the Québec government in the Health sector

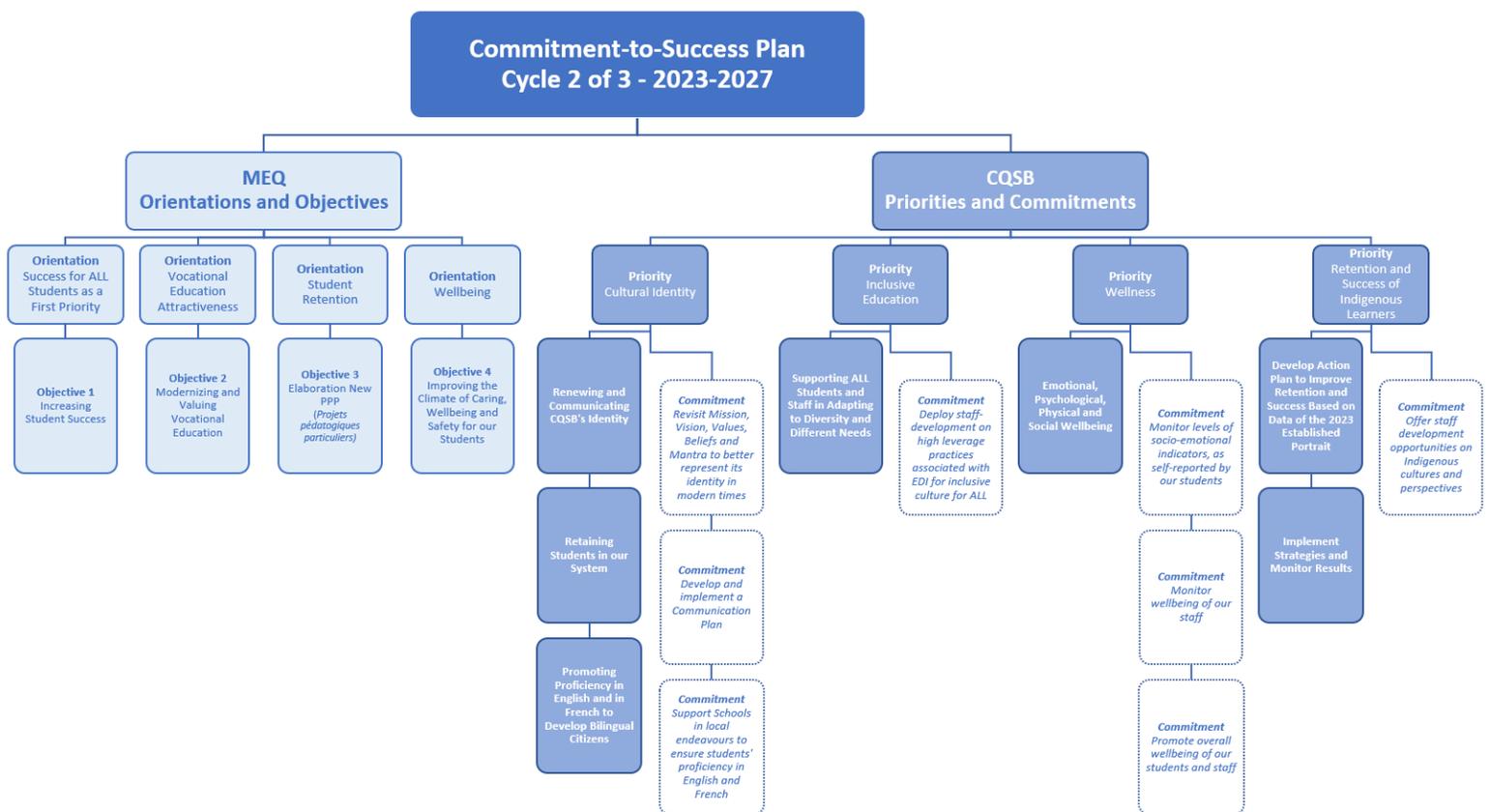
3. COMMITMENT-TO-SUCCESS PLAN OVERALL CYCLE 2 VIEW

Context

After consulting with stakeholders of the CQSB, the four priorities identified in our Cycle 1 of our Commitment-to-Success Plan were maintained in our Cycle 2; although updated to address new CQSB realities in the societal context driven by post-pandemic momentum.

Be it that the focus of the School Board is to increase student success and qualification/graduation rates which are supported by the Ministry orientations, objectives, benchmarks and targets. The intention is to address these priorities annually with corresponding action plans.

These action plans will in turn support the continual improvement of pedagogical and socio-emotional, organizational, and administrative practices; which are data driven and aligned with the MEQ’s mandate to use informed data practices in all of its School Boards and Service Centres.



Ministry of Education’s Orientations and Objectives

MEQ Orientation: Success for ALL Students as a First Priority

Objective 1—Increasing Student Success

Specific Objectives	June 2022	Target 2027	Indicators (MEQ)
To increase the rate of obtaining a first diploma or a first qualification within 7 years of entering secondary	89.3 %	90 % +	Graduation and Qualification rate, 7-year cohort
To increase the success rate of boys	83.6 %	86.0 %	Success rate of boys
To increase the success rate of our HDAA students	69.1 %	71.0 %	Success rate of HDAA students
To increase the proportion of students whose result is at 70% or higher (70% to 100%) on the Ministry’s mandated grade 6 ELA final exam, reading competency	49.2 %	59.0 %	Success rate and average on the Ministry’s mandated grade 6 ELA exam, reading competency
To increase the proportion of students whose result is at 70% or higher (70% to 100%) on the grade 6 mandated Ministry mathematics end-of-cycle evaluation, problem solving competency.	48.3 %	60.0 %	Success rate and average on the Ministry’s mandated grade 6 mathematics exam, problem solving competency

MEQ Orientation: Vocational Education Attractiveness

Objective 2—Modernizing and Valuing Vocational Education

Specific Objectives	June 2022	Target 2027	Indicators (MEQ)
To Increase the rate of obtaining a diploma in vocational training within the first 3 years	75.0 %	79.0 %	Diploma delivery rate after 3 years

MEQ Orientation: Student Retention

Objective 3—Elaborating new PPP (*projets pédagogiques particuliers*)

Specific Objectives	June 2022	Target 2027	Indicators (Local)
To increase the participation rate of secondary students in a PPP “ <i>projet pédagogique particulier</i> ”	45.3 %	64.0 %	Participation rate of secondary students in a PPP “ <i>projet pédagogique particulier</i> ”

MEQ Orientation: Wellbeing

Objective 4—Improving the Climate of Caring, Wellbeing and Safety for our Students

Specific Objectives	June 2022	Target 2027	Indicators (MEQ and/or Local)
Proportion of schools and centres having used the “ <i>référentiel sur le bien-être de l’élève</i> ”, based on research, to analyze the situation in our milieu (Our School Survey)	0 %	(100 %)	Use of <i>référentiel</i>
	(Ministry tool, <i>référentiel</i> , is being developed in 2023-24)	(If the Ministry tool, <i>référentiel</i> , is developed and is available in English, we hope to have 100% of schools engaged by 2027)	(or, in the absence of Our School Survey, yearly school surveys)

CQSB's Priorities and Commitments

Determined with our stakeholders, these priorities and commitments are in line with those of the first cycle of our Commitment-to-Success plan.

These priorities will be addressed annually via action plans.

CQSB Priority—Cultural Identity

- Renewing and Communicating CQSB' Identity
- Retaining ALL Students in our System
- Promoting Proficiency in English and in French to Develop Bilingual Citizens

Commitments *Until the end of this cycle of the Commitment-to-Success Plan, the CQSB will*

- *Revisit Mission, Vision, Values and Beliefs as well as Mantra to better represent our identity in modern times*
- *Develop and implement a Communication Plan*
- *Support schools in their local endeavours to ensure students' proficiency in English and French*

CQSB Priority—Inclusive Education

- Supporting ALL Students and Staff in Adapting to Diversity and Different Needs

Commitment *Until the end of this cycle of the Commitment-to-Success Plan, the CQSB will*

- *Deploy staff development on high-leverage practices associated with Equity, Diversity and Inclusion (EDI)*

CQSB Priority—Wellness

- Emotional, Psychological, Physical and Social Wellbeing

Commitments *Until the end of this cycle of the Commitment-to-Success Plan, the CQSB will*

- *Monitor levels socio-emotional indicators, as self-reported by our students*
- *Monitor the wellbeing of its staff*
- *Promote the overall wellbeing of students and staff*

CQSB Priority—Retention and Success of Indigenous Learners

- Develop an Action Plan to Improve Retention and Success Based on the Data in the Portrait Established in 2023
- Implement Strategies and Monitor Results

Commitment *Until the end of this cycle of the Commitment-to-Success Plan, the CQSB will*

- *Offer staff development opportunities on Indigenous cultures and perspectives*

4. LEGAL REFERENCES AND REGULATIONS

In accordance with section 209.1 of the Education Act, the Central Québec School Board must approve a Commitment-to-Success Plan that is consistent with the strategic orientations and objectives of the Ministry's strategic plan. The Commitment-to-Success Plan must also, where applicable, meet the expectations set out in section 459.2 of the Education Act. In addition, its period from 2023 to 2027 is harmonized with that of the Ministry's strategic plan, in accordance with the terms and conditions prescribed under the first paragraph of section 459.3 of the Education Act.

5. STAKEHOLDERS

The Ministry's Policy on Educational Success calls on School Boards to mobilize all of the members of its community to ensure educational success for its students.

Collaboration is part of CQSB's culture. There is a board-wide strategy to use the framework of Professional Learning Communities to foster collaboration among the community.

In this second cycle, the following stakeholders collaborated at various stages, including formal consultations

- Council of Commissioners
- Schools and Centres Administrators
- School Board Administrators
- School and Centres Governing Boards
- Special Needs Advisory Committee
- Student Councils – Secondary
- Parents' Committee
- Unions and Associations
- Commitment-to-Student-Success Committee (Teachers, Professionals, Support)
- Community in general—Public Notice

6. COMPLAINT PROCESS FOR PARENTS AND STUDENTS

The *Act Respecting the National Student Ombudsman* (CQLR c P-32.01) establishes a complaint procedure for students, homeschooled children and their parents who are dissatisfied with a service they received, are receiving, ought to have received or require from the school board. Specifically, three (3) types of complaints fall under the Act:

- Section A—Regular Complaints
- Section B—Bullying or Acts of Violence Complaints
- Section C—Sexual Violence Complaints

Section A—Regular Complaints

STEP 1: Complaint to the person directly concerned or that person’s immediate supervisor

STEP 2: Complaint to the person in charge of processing complaints

STEP 3: Complaint to the regional student ombudsman

STEP 4: School Board then has to make a final decision

Section B—Bullying or Acts of Violence Complaints

Same as [Section A](#), but if the complainants are dissatisfied with the follow-up on a report or complaint concerning an act of bullying or violence made to the principal under section 96.12 of the *Education Act*, they may skip STEP 1 and go directly to STEP 2 above.

Section C—Sexual Violence Complaints

Same as [Section A](#), but the complainants may skip STEP 1 and STEP 2 and go directly to STEP 3 above.

7. CONTACT THE CQSB

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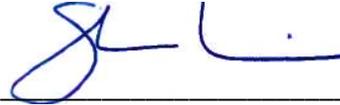
(418) 688-8730 | 1 (800) 249-5573

8. SIGNATURES

The Chairman of the Council of Commissioners and the Director General of the School Board are solely accountable for the Commitment-to-Success Plan and therefore, must co-sign it.



Stephen Burke
Chairman of the Council of Commissioners



Stephen Pigeon
Director General

July 7th, 2023

Date

July 7th, 2023

Date