



COMMISSION SCOLAIRE CENTRAL QUÉBEC  
CENTRAL QUÉBEC SCHOOL BOARD

Continuons à apprendre  
*Learning for all*

# CENTRAL QUÉBEC SCHOOL BOARD'S 2019-2020 ANNUAL REPORT



MacLean Memorial School, 2019-2020 Secondary 1, Art Class

Report to Stakeholders  
And to the *Ministre de l'Éducation*

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## CQSB Beliefs, Values & Vision

## BELIEFS

At the Central Québec School Board, we believe that; 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 and students must always be placed as the priority.

## VALUES

Openness, Leadership and Cooperation in a caring & learning environment

## VISION

## Continuons à apprendre Learning for all

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# CQSB Council of Commissioners – 2019-2020

## CHAIRMAN



STEPHEN BURKE  
Chairman

## ELECTED COMMISSIONERS



WYNA MAROIS  
Ward 1  
Québec City (East)



JEAN ROBERT, Vice-chairman  
Ward 2  
Québec City (Upper Town)



ESTHER PARADIS  
Ward 3  
Québec City (Centre & Ancienne-Lorette)

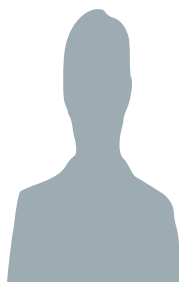
## PARENT COMMISSIONERS



ISABEL BÉLAND  
Secondary Schools



DEBBIE CORNFORTH  
Elementary Schools



CAMERON LAVALLEE  
Ward 4  
Fossambault, Shannon,  
Valcartier, Lac Beauport



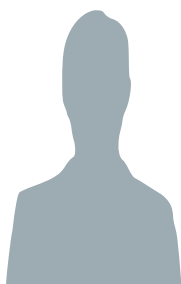
JO ROSENHEK  
Ward 5  
St-Augustin, Portneuf,  
Trois-Rivières



HEATHER CLIBBON  
Ward 6  
South Shore East



CHRISTIAN FALLE  
Outlying Regions



JASON KILGANAN  
Special Needs Students



ALINE VISSER  
Ward 7  
South Shore (Nicolet, Thetford  
Mines, Lotbinière)



SARA DOWNS  
Ward 8  
Trois-Rivières West &  
Shawinigan



CHANTAL GUAY  
Ward 9  
La Tuque



JO-ANN TOULOUSE  
Ward 10  
Chibougamau



DEBBIE-FORD-CARON  
Ward 11  
Saguenay - Lac St-Jean

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## Message from the Chairman

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As Chairman of the Council of Commissioners of the Central Québec School Board (CQSB), it is with great pride that I present the CQSB's Annual Report for the 2019-2020 school year. The CQSB continues to provide year after year excellent pedagogical services to its youth and adult clientele. The success of our students is our number one priority and we are very pleased to report that they continue to make us proud.

From a political perspective, the 2019-2020 school year was one of significant importance. Among the many issues that we had to face, including a worldwide pandemic, the most difficult one politically was the *Coalition Avenir Québec* (CAQ) government's intention to abolish school boards.

Ironically, in an attempt to show its goodwill towards the English-speaking minority, the Secretariat for Relations with English-speaking Quebecers (SQREA) began the school year with a province-wide consultation of members of the English-speaking population. The purpose of the consultation was first and foremost to inform us of the existence of the secretariat and provide a description of its mission within the government. Mr. Jean Robert, Vice-Chairman of the Council, and I attended the meeting held in Québec City on September 27<sup>th</sup>, 2019. It did allow for some frank discussion and gave us the opportunity to point out the importance of maintaining our "elected" school boards.

On October 1<sup>st</sup>, Bill 40 - **An Act to amend mainly the Education Act with regard to school organization and governance** - was introduced in the National Assembly by the Minister of Education, Mr. Jean-François Roberge. The proposed legislation aims to transform the 69 French and English school boards of the province into school service centres. These school service centres would each have a board of directors. Elections by universal suffrage would be limited to ONLY the English school network. The electoral process would be very different from the present voting system. Suffice it to say that both the French and the English school boards immediately joined forces in a common front to emphasize the importance of maintaining school board democracy, irrespective of the language of instruction. As Chairman of the CQSB, on the very next day of this deposit, I represented the Québec English School Boards Association (QESBA), along with Vice-President Noel Burke and Executive Director, Russell Copeman, at a joint press conference held at the *Tribune de la presse* of the National Assembly.

Beyond politics, the task of a Chairman can be many and varied. On October 5<sup>th</sup>, I again had the pleasure of emceeing the 23<sup>rd</sup> Annual CQSB Cross-Country Run, held under a beautiful blue sky, at the *Base de Plein Air de Sainte-Foy*. More than 400 students and parents participated, and the event was a great success. Special thanks to the teachers, administrators, pedagogical consultants and various other staff members who year after year volunteer their time to make this a great day for all of our students. It was particularly nice to see students from Jimmy Sandy Memorial School (*Kawawachikamach*), as well as from Maclean Memorial School (Chibougamau).

On October 17<sup>th</sup>, the Director General (DG) and I met with the teachers and staff of Saint Vincent Elementary School to announce the location of a new elementary school to be built in Lévis. I commended them for their patience during the rather long waiting period leading to this announcement. This new school should allow our South Shore students to reduce their time spent on their school bus by 50 minutes per day.

On November 1<sup>st</sup> and 2<sup>nd</sup>, fellow Commissioner and QESBA Director, Debbie Ford-Caron, and I attended a meeting of the QESBA Board of Directors, followed by a Professional Development Session. The Board meeting focused essentially on the Memoir that the QESBA presented to the members of the Parliamentary Commission on Bill 40 on November 4<sup>th</sup>. I was honoured to be part of the QESBA delegation. The PD Session focused on political issues and, of course, Bill 40.

On November 3<sup>rd</sup>, as I have for the past seven years or so, I emceed the Annual *Brunch-bénéfice* of the *Fondation petits bonheurs d'école*. This foundation provides financial assistance as well as moral support to hundreds of elementary school students within Metropolitan Québec City.

On Saturday, February 1<sup>st</sup>, I had the pleasure of attending as well as addressing the students from the majority of our high schools who participated in this year's WE R CQ, held at Dollard-des-Ormeaux (DDO) School. As always, I was amazed by the dedication of our teachers and staff members who were present. Needless to say, that our students had a grand time. Also present were the Vice-chairman, Jean Robert, the Secretary General, Sandra Wright Griffin and the Director of Educational Services, Stéphane Lagacé.

At 3:30 AM on February 8<sup>th</sup>, the *Gouvernement du Québec* adopted Bill 40 under closure (*par bâillon*). Our counterparts of the French language school network were immediately terminated. The very next day the QESBA held an emergency Executive Committee Meeting to begin the process of fighting this legislation which we believe to be unconstitutional.

And as the year progressed, so did the pandemic. COVID-19 forced the complete lockdown of the province and, of course, the closing of our schools as of March 13<sup>th</sup>. It was a year that allowed for no graduation exercises and significant disruption of all of our activities until the end of the school year.

In May, the Council of Commissioners adopted a motion making the CQSB a co-applicant in the Bill 40 Court Challenge initiated by the QESBA.

In terms of educational success, our schools and students continued to make us proud. Our graduation rates remained high. Without a doubt, the parents of children eligible to English-language instruction realize more and more the excellence of our schools and consequently, our registration numbers continue to increase year after year.

Lastly, but not least, I want to take this opportunity to thank the Vice-chairman, Jean Robert, as well as all of my fellow commissioners for their constant cooperation and trust. I appreciate their constructive criticism and I commend them for their commitment and attachment to all of our schools and Centre. As well, I wish to say a sincere thank you to all the personnel of the CQSB whose devotion to English education is without a doubt in itself a guarantee for success. Finally, to all of our students and their parents a sincere thank you for believing in the English public system of education. The confidence that you show in entrusting us the education of your children is most definitely a source of great motivation for us all. Rest assured that we are continuously striving to find ways and means of ensuring that your children's education is second to none.



Stephen Burke,  
Chairman of the Council of Commissioners



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## Message from the Director General

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The 2019-2020 school year started out typically like the previous ones. A new school year is always an exciting time. Elementary students meet their new teachers, High School students get acquainted with their new schedules, staff members are happy to meet their new groups and reunite with their colleagues. As every school year that goes by, 2019-2020 flew by rapidly, but..., unlike the previous ones, 2019-2020 has forever marked our lives in many unexpected ways.

First, I want to start by congratulating everyone, as I am once again immensely proud of the sustained success of the Central Québec School Board (CQSB). Our qualification and graduation rate continue to shine while our enrolment figures keep growing, thus attesting to the importance of our English educational institutions for which many families choose to entrust us with the schooling of their children.

Many projects for which I am very enthusiastic are shaping up very nicely. For instance, our new elementary school on the South Shore of Québec City will see its sod-turning ceremony take place in April 2021; our new high school on the North Shore of Québec City is also progressing well; and with their continually growing student enrolments, our elementary school in Saguenay and our school in Chibougamau will soon be extended.

Yes 2019-2020 was going extremely well, right up until March 13, 2020... when a snowstorm closed most of our schools but most importantly, the new coronavirus progressively turned our world upside down. So, when the going gets tough, CQSB gets going!

I want to thank ALL our staff for their exceptional engagement and dedication in making sure, during these unsettled times where we were all trying to navigate through the thick COVID-19 fog, that their colleagues and their students were not left in isolation when schools closed. They stayed connected through the phone, emails and/or videoconference.

I want to especially thank CQSB's CMU members (*Comité des mesures d'urgence*) for their outstanding and exceptional 24/7 dedication. This crisis team ensured that literally no stones were left unturned in order to provide, as much as they possibly could, timely support and information to all CQSB employees, parents and adult students. They overcame countless hurdles to ensure safe and secure measures were brought forth in every aspect of the various details that an education environment entails.

When elementary schools were authorized to reopen in May, the level of dedication of the CQSB staff continued to shine, again demonstrating that student well-being was the priority. Online teaching at the high school level was also a challenge that our staff rose to with flying colours. Their resilience, creativity, and engagement ensured that our high school students were not forgotten and that they could continue to progress academically even under such unusual circumstances.

Very sadly, our class of 2020 did not have the chance to celebrate its accomplishments in the stylish way that we all know. The rites of passage such as the 2020 Graduation ceremony and the lavish prom could not take place and regrettably, many elegant dresses and chic tuxedos will never be worn for their intended purposes. Nonetheless, some high school staff went over and above to provide some of our graduates with a special *au revoir*. Prom night may not have happened, but our much-deserving graduating students will nonetheless have memories marking the end of their high school years. Thank you for those kind gestures!

Yes, 2019-2020 is a year that we will all remember for many reasons, but what I would like all of us to remember is that even during unprecedented events, CQSB has nonetheless met with success and I am enormously proud of all our accomplishments! Teamwork, engagement, dedication, resilience, cooperation, collegiality, appreciation are all words that define CQSB.

In closing, I want to reassert the fact that the Central Québec School Board is fortunate and grateful to work with a dedicated Council of Commissioners. Its contribution is key with our 515,000-square kilometre territory to cover. Yes, CQSB's territory is vast, as we serve Québec City, Thetford Mines, Trois-Rivières, Shawinigan, Saguenay, La Tuque, Chibougamau and Kawawachikamach, but the genuine connection that prevails throughout our organization offsets the long distances that separate us, making everyone feel welcome and most of all, valued as an important contributor to our organization's overall success.

Sincerely,

A handwritten signature in blue ink, consisting of a stylized 'S' followed by a horizontal line and a small dot.

Stephen Pigeon,  
Director General



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# Report from Educational Services

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## Commitment-to-Success Plan

Aligned with the updated Ministry Strategic Plan 2017-2023, the Central Québec School Board's Commitment-to-Success Plan contains the following 2 mandated objectives:

1. Contribute to increasing and maintaining the level of literacy among the adult population residing on the territory of the school board.
2. Ensure that elementary school students are involved in physical activities sixty minutes per day.

The CQSB Commitment-to-Success Plan also addresses the 5 mandated ministerial orientations:

1. Equity – By 2030 reduce the gap in success rates between various groups of students by 50 %.
2. Educational Paths – By 2022 reduce to 11.4 % the proportion of students starting public secondary school at age 13 or older; By 2030 reduce to 10 % the proportion of students starting public secondary school at age 13 or older.
3. Graduation and Qualification – By 2030, have 85 % of students under the age of 20 obtain a first diploma and 90 % obtain a first diploma or qualification.
4. Language Proficiency – By 2030, maintain to 90 % and above the success rate on the composition component (writing) of the Elementary 6 English Language Arts Ministry evaluation.
5. Living Environment – By 2030 ensure that all buildings belonging to the school board are in good condition.

Finally, CQSB's Commitment-to-Success Plan also contains 4 orientations that were established through a consultation process in 2017-2018:

Orientation 1: Cultural Identity of the School Board

Orientation 2: Inclusive Education

Orientation 3: Wellness for the CQSB Community

Orientation 4: Retention and Success of Indigenous Learners

CQSB had targeted to develop Action Plans for each of these 4 orientations in 2019-2020, but due to COVID-19 the creation of action plans was temporarily put on hold.

Even though we may not have formalized plans of action, certain things moved forward:

- **Wellness:** 75 CQSB teachers, administrators and professionals attended the LCEEQ Conference in February 2020. The theme was "Being Even Better" as a follow-up to the 2019 conference "Well Being – Being Well".
- **Wellness:** Resources for parents and school teams were posted to the CQSB @HomeResources (now retitled: Learning for All) site. Resources were also posted to the Inclusion SharePoint site for all school teams to access.
- **Community Learning Centre (CLCs):** Two schools (La Tuque High School and Valcartier Elementary School) received grants to support mental health initiatives in their schools. All CLCs also worked with community partners to support wellness needs in their local school communities.
- **Nurturing Support Centres:** The school board had a pilot project at DDO school where a nurturing support centre was put in place with assistance from the Educational Services professionals and the provincial Centre of Excellence for Behaviour Management.

- **CQSB Early Childhood Symposium:** A two-day symposium was held in January 2020. The theme was “Transition Practices to Support the Child and Family”. Participants were pre-school educators, daycare technicians, kindergarten teachers (4-year and 5-year programs), Cycle 1 teachers, resource teachers and in-school professionals. The keynote speaker was Eva de Gosztonyi, coordinator of the Centre of Excellence for Behaviour Management. A variety of sessions were provided to explore transition practices.
- **Surveys:** The Compass survey was administered in the spring in 4 of our secondary schools in collaboration of *Santé publique* and the University of Waterloo. The survey focused on all areas of wellness such as anxiety, sleeping and eating habits to name a few of the topics. The other survey that was used by some of our schools was the OurSchool Survey. However, due to the pandemic many did not administer it due to school closures.

## Two Objectives Set by the Minister

1. Contribute to increasing and maintaining the level of literacy among the adult population residing on the territory of the school board.

The Central Québec School Board has been working with different partners to meet this challenge. Due to the situation with COVID-19 last year, some events were cancelled, such as the *Québec ImagiNation Writers' Festival*, which is a community event organized by the Morrin Centre. An off-branch of the festival has children's authors visit CQSB schools in the Québec City region.

Community Wellness Centre: *Baby Book Bag* - A free book bag is given to parents with newborns in order to promote literacy starting from birth. CQSB was part of the consultation process as to the bag's contents.

Holland Project *Read with Me Book Bags* - An audiobook project created by Holland Elementary School's documentation technician and early childhood teachers, led by the school principal, continued for a third year. Audiobooks are recorded at the Québec High School recording studio by people in the English community. They are shared with all CQSB elementary schools and are made available to parents through the QR Code technology. Approximately 250 audiobooks are now available, the majority in English, and some in French. This project aims to support families whose mother tongue is not English.

2. Ensure that elementary school students are involved in physical activities sixty minutes per day.

See CQSB Orientation 3 - Wellness for the CQSB Community; Objective 1 – *By 2022 the Central Québec School Board will ensure that 50% of its elementary students are engaged in 60 minutes of physical activity per day*

CQSB is working with its elementary schools to exceed this objective by 2022. Six of our 14 elementary schools had included this objective in their Educational Project in 2018-2019. Even though the 8 remaining schools had not specifically included this objective in their Educational Project, four of these schools were involved in *À l'école, on bouge au cube!* and were offering at least 60 minutes of physical activity to their students through this measure. Due to the situation in 2019-2020, no data has been compiled for this objective. Central Québec School Board has already met its 2022 objective.

## Five Mandated Ministry of Education Orientations and Objectives

### 1. **Equity** – By 2030 reduce the gap in success rates between various groups of students by 50 %

Table 1 - CQSB Graduation and Qualification Rate for Students Under Age 20  
Seven-Year Cohort by Target Groups

(Baseline Year: 2014-2015 / Target: See Table / Source: *Rapport – Diplomation et qualification par commission scolaire au secondaire*)

	Provincial Situation							Central Québec School Board							
	2014 – 2015 (2008 Cohort)		Target 2022	Target 2030	2014 – 2015 (2008 Cohort)		2016 – 2017 (2010 Cohort)		2017 – 2018 (2011 Cohort)		2018 – 2019 (2012 Cohort)		Target 2022	Target 2030	
	Success Rate		Gap	Gap	Gap	Success Rate	Gap	Success Rate	Gap	Success Rate	Gap	Success Rate	Gap	Gap	Gap
TOTAL	78.8%	All sectors	10.1%	6.1%	5.0%	87.5%	8.7%	90.7%	7.6%	89.9%	8.5%	91.1%	0.5%	6.0%	--
Male	73.8%		83.4%	87.0%	85.6%	90.8%									
Female	83.9%		92.1%	94.6%	94.1%	91.3%									
EHDAA	48.3%	Public sector	34.1%	25.0%	17.0%	80.0%	12.7%	53.8%	39.7%	67.6%	23.6%	74.4%	17.8%	8.0%	9.8%
Regular Students	82.4%		92.7%	93.5%	91.2%	92.2%									
Attending School in a disadvantaged area	69.0%	Public sector	8.9%	6.5%	4.0%	83.7%	3.2%	67.4%	25.3%	71.0%	19.9%	67.5%	24.3%	3.0%	21.3%
Other Areas	77.9%		86.9%	92.7%	90.9%	91.8%									
1 <sup>st</sup> Generation Immigrants	75.0%	All sectors	3.8%	3.0%	2.0%	100%	9.0%	80.0%	10.9%	66.7%	24%	70.0%	21.8%	7.0%	14.8%
Non- immigrants	78.8%		91.0%	90.9%	90.7%	91.8%									

The data indicates that we have surpassed our objective in reducing the gap between males and females. Although the gap between the *Élèves handicapés ou en difficulté d'adaptation ou d'apprentissage* (EHDAA) students and Regular students is still high (17.8%), it has improved compared to the previous cohort and is already meeting the 2022 Ministry Target. The gap between students attending school in a disadvantaged area compared to other areas is of concern, while the gap between First-generation immigrants and Non-immigrants, even at 24%, is less of a concern since only 10 students (3%) of that cohort belonged in that First-generation immigrant's category.

### 2. **Educational Path** – By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older

Table 2 – Proportion of Students Entering Secondary School at 13 Years of Age or Older

(Baseline Year: 2016-2017 / Target: See Table / Source: *Indicateurs nationaux – Données par commission scolaire; AGIR*)

Provincial Situation – Public Sector			Central Québec School Board				
Baseline Year	Targets		Baseline Year	2017 - 2018	2018-2019	Targets	
2016 – 2017	2022	2030	2016 – 2017			2022	2030
12.5%	11.4%	10.0%	14.3%	11.6%	7.1%	12.0%	10.0%

The Central Québec School Board 2022 and 2030 targets have already been met.

3. **Graduation and Qualification** – By 2030 have 85 % of students under the age of 20 obtain a first diploma and 90 % obtain a first diploma or qualification

Table 3 – CQSB Graduation and Qualification Rates for Students Under Age 20

(Baseline Year: 2014-2015 / Target: See Table / Source: *Rapport – Diplomation et qualification par commission scolaire au secondaire*)

	Provincial Situation – All Sectors			Central Québec School Board						
	Baseline Year 2014-2015	Targets		Baseline Year 2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Targets	
	(2008 Cohort)	2022	2030	(2008 Cohort)	(2009 Cohort)	(2010 Cohort)	(2011 Cohort)	(2012 Cohort)	2022	2030
Students under 20 obtain a first diploma	73.5%	--	85.0%	84.3%	n / a	n / a	n / a	n / a	85.0%	85.0%+
Students under 20 obtain a first diploma or qualification	78.8%	84.0%	90.0%	87.5%	86.8%	90.7%	89.9%	91.1%	88.0%	90%

Central Québec School Board has already met and surpassed its 2020 target and its 2030 target in relation to the rate of students under 20 who obtain a first diploma or qualification. We are unable to track the rate of CQSB students under 20 who obtain a first diploma, because the Ministry is no longer providing specific data on this.

4. **Language Proficiency** – By 2030, maintain to 90 % and above the success rate on the composition component (writing) of the Elementary 6 (Cycle 3, Year 2) English Language Arts Ministry evaluation.

Table 4 – Success Rate on the Writing Component of the Grade 6 Ministerial Evaluation in English Language Arts

(Baseline Year: 2016-2017 / Target: See Table / Source: *GPI Data Extracted through LUMIX*)

Provincial Situation			Central Québec School Board			
Baseline Year	Target	Baseline Year	2017-2018	2018-2019	2019-2020	Target
2016-2017	2030	2016-2017				2030
n / d	n / d	90.9%	84.7%	88.3%	n/a	90%

Since there is not a ministerial, Grade 4 writing examination in English Language Arts, CQSB has established its own baseline and target for the writing component of the Grade 6 compulsory ministerial examination. In 2019-2020, no ministerial examination has been administered because of the COVID-19 situation, therefore no data is available.

5. **Living Environment** – By 2030, ensure that all buildings belonging to the School Board are in good condition
- Determine the needs of maintenance, repair of a complete overhaul in every school
  - Perform biannual evaluation visits to target the priority

- Invest the allowed budgets in priorities where the needs are the most clear
- Make sure that all buildings have a maintenance deficit quota as per the calculation of the Ministry of Education of “C” and higher.
- Actions have been taken in the last two years and will continue for the years to come

### **Report from Educational Services**

The Educational Services Department of the Central Québec School Board provides a comprehensive range of services to its schools and communities to impact on student achievement and success.

#### **Instructional Services**

Believing that the provision of quality educational programs comes about through effective teaching and the use and accessibility of appropriate resources, the pedagogical services professionals and administrators assist schools by providing:

- Support and guidance in the implementation of the Québec Education Program (QEP);
- Training and support for teachers and principals in effective instructional strategies and models via workshops, symposiums, marking centres, and other professional activities;
- Examples of effective technology integration in the curriculum that enhance student learning;
- Support and guidance to school teams in the implementation of Professional Learning Communities (PLC) and Response to Intervention (RTI);
- Up-to-date information relating to evaluation and reporting practices and procedures;
- Support with writing Educational Projects and Actions Plans, professional development project proposals, and other projects.

Note that some of the planned workshops and/or projects were not completed due to the closure of schools in March 2020 because of the COVID-19 pandemic.

#### **Professional Learning Communities**

In 2019-2020, work with school teams on the development of Professional Learning Communities (PLC) continued. School teams from a variety of schools attended a major event in Laval in October held by *Solution Tree: Wired RTI at Work*. Seventy-five CQSB participants attended.

Specific support on establishing a culture of collaboration with a focus on PLC was provided to: Portneuf Elementary School - The Leadership Team was provided support by members of the Educational Services Team. The Leadership Team also took part in schools visits outside of our school board supported by the Killingbeck Scholarship Fund.

Everest Elementary School – Members of the Educational Services Team worked with the new administrator on creating a culture of collaboration between all stakeholders.

St. Patrick’s High School – Member of the Educational Services Team provided ongoing support throughout the year to the Leadership Team as well as school-based department teams.

In January 2020, CQSB Consultants attended a 2-day coaching session: *Impact Cycle - What Instructional Coaches Should Do to Foster Powerful Improvements*, provided by the Jim Knight Organization in order to better support school teams.

### **Math Focus Project**

The Central Québec School Board benefited from ongoing collaboration with the other English school boards, notably with the Elementary and Secondary Math Focus project. For each of the last five years, groups of elementary and secondary teachers have attended an intensive three-day summer math institute where they have learned the basics of teaching mathematics conceptually. The goal has been to provide teachers with an opportunity to reflect upon their mathematics teaching strategies and to deepen their understanding of mathematics. This initiative was a direct result of analyzing math results across the province. The CQSB Math Consultant offered two follow-up workshops to all teachers who attended the August 2019 summer institute. School specific support was also provided to five of our elementary schools. All other planned support was suspended due to the pandemic. The Math Summer Institute project is postponed for the 2020-2021 school year; however virtual sessions were offered in August and the CQSB Math Consultant will continue to provide support to those teachers who took part as well as continue with follow-up that was halted in the spring of 2020.

### **Techno-pedagogical Leadership Committee (TLC Project)**

The RECIT Consultant met with a group of teachers throughout the year to accompany them on their journey to becoming techno-pedagogical leaders in their schools. The group's main focus was on the integration of technology into teaching practices. These teachers were also provided time to support colleagues in their respective schools and to pursue independent professional development of techno-pedagogical practices.

### **Early Childhood Learning Symposium**

The CQSB Early Childhood Symposium was held in January 2020. The theme was "Transition Practices to Support the Child and Family". Participants were Pre-school educators, Daycare Technicians, Kindergarten Teachers (4-year and 5-year programs), Cycle 1 Teachers, Resource Teachers and In-school Professionals. The Keynote speaker was Eva de Gosztanyi, coordinator for the Centre of Excellence in Behaviour Management. A variety of sessions were provided to explore transitions practices.

### **Complementary Educational Services**

With support from the Educational Services staff, CQSB school teams strive to create learning environments that provide the necessary conditions needed by all students to successfully develop academically, physically, emotionally, and socially. Dedicated administrators, professionals, teachers, and support staff in every school encourage, guide, and challenge all CQSB students so that they may achieve their full potential.

Complementary Services support is made available through:

- Resources put in place that will support academic success for students such as Resource Teachers and Special Education Technicians;
- Providing training and support to all Resource teachers to better understand professional testing reports and improving Individual Educational Plan;
- Counselling school teams on a variety of situations in which students encounter personal, social, and behavioural difficulties;
- The organization of cultural and sports activities such as:
  - We Are CQ Event – This annual leadership conference brought together more than 200 student leaders and staff members on January 31<sup>st</sup> and February 1<sup>st</sup> in one of our schools, Dollard-des-Ormeaux. All of CQSB high schools were represented along with schools from other French and English boards. This event offers students opportunities to network and develop their leadership skills by listening to keynote speakers and by participating in different workshops and team-building activities.



- CQSB Cross Country Run – The event took place in October with more than 525 participants ranging from elementary and secondary aged categories as well as an adult division.
- Enrichment of our digital book collection through our common Digital Library – funds were used to enhance the collection of English and French resources.
- COVID impacted some of the complementary services activities. For example, many of the yearly cultural and sports activities were cancelled due to the pandemic. The activities cancelled were:
  - Performing Arts Festival (PAF)
  - Pix Contest
  - Entrepreneurship Challenge
  - CQSB Elementary Cycle 3 Track and Field Event

On the other hand, the pandemic has allowed us to build stronger links with the various partners of the Health and Social Services in all regions. Those partnerships have helped CQSB to better answer the challenges we faced.

From March to May, an Emergency Daycare service for essential workers was put in place at Ste. Foy Elementary and St. Vincent School. The daycare welcomed CQSB students as well as students attending other school boards. Volunteer employees gave their time to those daycares. This shows the extent of the dedication of the CQSB staff.

One of our biggest challenges is to hire in-school professionals due to the scarcity of bilingual professionals available to work in the public sector throughout the province.

### **Adult Education and Vocational Training**

The Eastern Québec Learning Centre, which is part of the Central Québec School Board, has been providing adult education services in English for more than 30 years. The Learning Centre's reputation as a small anglophone centre with a dynamic, caring approach has contributed to student success in General Education, Vocational Training and language courses. The student population is composed of individuals from multicultural, bilingual or multilingual backgrounds ranging in age from 16 to 65 years old.

In the General Adult Education sector, the Learning Centre provides students with two main types of services: first, studies for those seeking to complete their high school diploma or prerequisites for Vocational Training programs or CEGEP studies and second, French conversation and English as a second language courses.

Vocational Training opportunities include the following professional programs: Hotel Reception, Institutional and Home Care Assistance (IHCA), Health, Assistance and Nursing (HAN), Secretarial Studies, Starting a Business, Pharmacy Technical Assistance and School Daycare Educator.

The EQLC was mandated by the *Ministère de la Santé publique*, through the *CIUSSS-Capitale Nationale*, to offer the accelerated program, "Support for Assistive Care in Long-term Care Centres".

The following table refers to the number of bullying and violent incidents, as reported by school administrators, for which students had to be suspended. The incidents may have been perpetrated against peers or staff.

School	Bullying			Violence			
	No incidents	Less than 5	Less than 10	Less than 5	Less than 10	Less than 15	Less than 20
A.S. Johnson Memorial / St. Patrick Elementary	√			√			
Dollard-des-Ormeaux		√					√
Eastern Québec Learning Centre	√			√			
Everest Elementary	√			√			
Holland Elementary	√			√			
Jimmy Sandy Memorial		√			√		
La Tuque High	√			√			
MacLean Memorial	√			√			
Mauricie English Elementary		√		√			
Portneuf Elementary	√			√			
Québec High School		√		√			
Riverside Regional Elementary	√			√			
Riverside Regional High	√			√			
Shawinigan High		√			√		
St. Patrick's High	√			√			
St. Vincent	√					√	
Ste-Foy Elementary		√			√		
Three Rivers Academy		√			√		
Valcartier Elementary		√		√			

#### Number of Bullying and Violent Incidents\*

Number of Student Days Lost Due to Suspensions Given for Bullying or Violent Incidents*	
School Year	Student Days
2015-2016	135
2016-2017	225
2017-2018	210
2018-2019	456.8
2019-2020	142

\*Data available until March 13, 2020, due to the closure of schools by the MEES due to COVID-19 pandemic.

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## Report from Naskapi Liaison Services

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The 2019-2020 school year marked the first school year in which the Naskapi Liaison Services team operated as a distinct department. With its small staff, 149 students received support and/or accompaniment from the team's counsellors in academic training, with a second counsellor joining the team in February 2020. Those students leave their communities of Kawawachikamach, Matimekush-Lac John, Uashat and certain urban centres, and, as Naskapi beneficiaries, they become eligible for the services offered by the team, including periodic visits and assistance with tutoring, determining an academic or career path and more. During the 2019-2020 school year, there were:

- 45 students at the adult education level;
- 15 students at the vocational training level;
- 75 students at the college level;
- 14 students pursuing university studies.

The pandemic indeed affected this, but once students were assured the proper tools (laptops, access to Internet, resources for better stress management and well-being), the team was able to better support students as their studies progressed.

Four students completed a university program, 11 completed a college-level program and, of note, one student was named as the recipient of the Québec Lieutenant Governor's First People's Medal in December 2019.

**Recruitment and Retention:** Significant effort was made to address the recurrent staffing shortages. To this end, the director of Naskapi liaison participated extensively at various education job fairs. Eight new teachers were hired as a result of rigorous recruiting efforts throughout the 2019-2020 school year, some of whom come from Québec as well as Cape Breton, Yukon, and places in between.

As part of fostering an environment that is conducive to non-Naskapi teachers staying in the Schefferville-Kawawachikamach region, culturally sensitive efforts were also concerted in order to ensure a warm welcome as well as opportunities to integrate the Naskapi community. Some of the activities that took place include a Land-Based Learning Day: Aimed at providing a number of experiences in order to gain greater familiarity and awareness of certain aspects of Naskapi culture, traditions and language, staff and community members got to go fishing – preparing the catch using traditional Naskapi techniques, prepare geese – again, using traditional techniques, make bannock and jam, preparing the roe and gathering Labrador tea, to name just a few of the activities.

In addition, through ongoing collaboration with Purchasing and Buildings & Equipment, renovation work and refurnishing have helped ensure that housing is reaching the objective of being “move-in ready.”

**Reconnecting with Naskapi History:** After months of exchanges, including the Chief and Council of the Naskapis, the Naskapi Education Committee, Jimmy Sandy Memorial School administration and various anthropologists and historians, a very special trip took place in early March 2020 to the Penn Museum, which is the University of Pennsylvania's Museum of Anthropology and Archeology. The goal for the small group of Secondary V students, who were enthusiastic about going, was to be the

first Naskapis ever to visit and reconnect with some of the hundreds of Naskapi artifacts housed at the museum for close to 100 years.

The visit also allowed for a connection to be created, which will lead to many hundreds of documentary artifacts being shared with the school in Kawawachikamach. For the purposes of Naskapi education, the hope is that in addition to providing students with a poignant and unique opportunity to truly open their eyes to new places and expand their horizons, that those artifacts will ultimately be instrumental in developing a local history program as well as reinforcing the Naskapi culture classes that are given by Naskapi educators at the school.



Jill Goldberg, Naskapi Liaison Director and Steven McCoubrey, Talent Acquisition Advisor

## Report from Financial Services

CQSB's financial statements include the assets, liabilities, revenues, and expenditures of Jimmy Sandy Memorial School (JSMS), which is located in Kawawachikamach, QC. As stipulated in Section 11.2 of the Northeastern Québec Agreement, CQSB acts as the General Administrator for JSMS.

	2019-2020		2018-2019	
	\$	%	\$	%
<b>REVENUES</b>				
MEES grants – operating	71,919,425	87.12	68,670,718	84.14
Capital grant (Jimmy Sandy Memorial School)	341,095	0.41	173,158	0.21
Grants – other sources	743,709	0.90	646,751	0.79
School taxes	4,043,666	4.90	4,642,766	5.69
School fees	412,270	0.50	516,403	0.63
Revenues from sale of goods and services	4,199,032	5.09	5,867,748	7.19
Other revenues	761,380	0.92	988,706	1.21
Amortization of deferred contribution related to the acquisition of fixed assets	134,322	0.16	112,767	0.14
<b>TOTAL REVENUES</b>	<b>82,554,899</b>	<b>100.00</b>	<b>81,619,017</b>	<b>100.00</b>
<b>EXPENDITURES</b>				
Teaching Activities	30,664,726	38.24	28,650,885	36.36
Teaching Support Activities	18,109,397	22.58	18,327,728	23.26
Complementary Activities	7,197,820	8.98	7,525,695	9.55
Administrative Activities	4,753,922	5.93	4,685,686	5.95
Building-related Activities	7,627,766	9.51	7,368,418	9.35
Related Activities	11,596,275	14.46	12,780,290	16.22
Expenses related to the variation of the employee benefits allowance	225,365	0.28	(546,318)	(0.69)
Loss on disposal of fixed assets	15,592	0.02	0	
<b>TOTAL EXPENDITURES</b>	<b>80,190,863</b>	<b>100.00</b>	<b>78,792,384</b>	<b>100.00</b>
<b>SURPLUS FOR THE YEAR</b>	<b>2,364,036</b>		<b>2,826,633</b>	



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## Report from Human Resources

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As stated in Section 20 of the **Act Respecting Workforce Management and Control Within Government Departments, Public Sector Bodies and Networks and State-owned Enterprises**, a public body must report on the staffing level and the distribution of its staff by job class.

CQSB Employees – April 2019 to March 2020				
STAFF	Hours Worked	Overtime	Total Paid Hours	# of Employees
1. Management	80 500.63	0	80 500.63	57
2. Professionals	78 219.75	138.55	78 358.30	80
3. Nurses	0	0	0	0
4. Teachers	633 254.57	1 623.56	634 878.14	923
5. Support and related occupations	391 122.20	691.02	391 813.22	714
6. Police Officers	0	0	0	0
7. Maintenance	33 293.53	202.25	33 495.78	41
8. Students and trainees	0	0	0	0
<b>TOTAL</b>	<b>1 216 390.68</b>	<b>2 655.38</b>	<b>1 219 046.07</b>	<b>1 815</b>

For the period of April 1, 2019, to March 31, 2020, the objective is 1 201 715.60 hours paid. This number is based on the actual hours worked as of March 2018 and adjusted with new investment. Vacant positions that have now been filled explain the extra hours worked.

At the end of 2018-2019, all our employees were surveyed regarding their level of well-being. Based on the results, several initiatives were put in place to promote mental health. Administrators were trained on how to best support and promote mental health in their teams. Webinars related to mental health were also made available to all CQSB staff.



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## Report from the Parents' Committee

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The 2019-2020 Central Québec School Board Parents' Committee was comprised of representatives from 14 of the 17 Central Québec School Board (CQSB) elementary and secondary schools. This was an exceptional year with the beginning of the COVID-19 pandemic in March 2020. The committee held 4 regular meetings and 1 special meeting this year. Meetings were held at the Board office until February, with some members attending via the video-conferencing system. Once the confinement measures for the COVID-19 pandemic were put into place, meetings were held exclusively via the video-conferencing system.

The CQSB Parents' Committee decided to revise their general rules of expenses this year to include a car rental option for parents outside of the Québec City region. Also, given the pandemic, the need to convey information to parents and quickly survey their preferences as to government decisions on school services became an issue. The committee therefore discussed if a more direct communication between the CQSB Parents' Committee and the parents of CQSB students was needed. After analyzing various options such as managing a Facebook page or a mailing list, the committee decided to keep the current communication process where each Parents' Committee member provides the information to their school Governing Board and, upon their approval, is relayed to the parents by the school. The three parent commissioners, elected to the Council of Commissioners by our committee, gave valuable insight on parent views to the council and provided feedback to the Parents' Committee members. Our two representatives on the English Parents' Committee Association (EPCA) relayed information on various provincial issues such as the government's intentions toward the education system.

The Parents' Committee was consulted by the School Board on numerous subjects as required, including the Educational Calendar, the Criteria for Admission and Enrolment, and the 3-Year Plan for the Allocation and Destination of Immovables. Some of the other noteworthy subjects discussed included the Math Summer Institute Initiative Project, the *En Science pour la réussite* Project, a possible extension at Riverside Regional Elementary School, shortage of personnel in the schools, and the change in CQSB's budget management process for supervision fees. As a public health measure for the pandemic, schools were closed in March and were then reopened in May with several new public health measures to respect. The Director of Educational Services provided members with updated information regarding the following topics: reopening of schools, social distancing in schools, current student attendance, daycare services, distance learning and end of year evaluations. As student transportation seemed to be uncertain for the 2020-2021 school year, the PC sent a letter to the school board asking that parents be informed as soon as possible whether their child would have transportation services.

Our committee also extensively discussed Bill 40 to abolish school boards, which was adopted by the Government of Québec in February 2020, as it intends to transform school boards into school service centres where parents will play a crucial role in decision-making. If Bill 40 stayed in effect, elections for the new Board of Directors of the CQ School Service Centre was planned for November. However, APPELE (The Alliance for the Promotion of Public English Language Education in Québec) decided to challenge Bill 40 in court. The school board's returning officer presented the election procedure to the members so as to be prepared in the event that parents need to be elected on the Board of Directors.

In conclusion, this year has been extremely challenging for all and we would like to express our greatest appreciation to the schools and entire CQSB staff who were under immense pressure to innovate and "think outside the box" to adjust to all of the measures imposed by the pandemic. We highly value all of your remarkable efforts to provide a safe and welcoming learning environment for our children throughout this ordeal.

Caroline Cloutier - 2019-2020, Chairperson

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# Report from the Student Ombudsman

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This is the ninth Annual Report presented to the Council of Commissioners by the Student Ombudsman.

As provided in the review process for complaints pursuant to section 220.2 of the Education Act (RSQ, c I-13.3; 2008), this report shall state the number and nature of complaints received and the recommended corrective measures.

It is important to recognize that the 2019-2020 school year was cut short due to the COVID-19 pandemic which forced the closures of elementary and secondary schools for various lengths of time. This, obviously, may have affected the volume of complaints.

During the 2019-2020 school year, the Student Ombudsman received a total of four complaints from parents. Three were resolved through consultations with staff responsible for school programs and one was a written report, relating to a transportation issue, presented to the School Board and followed up by board personnel.

#### Transportation services:

Ombudsman received a complaint challenging a pickup/drop off point deemed dangerous and requesting a modification to the bus route for a safer pick/drop off for the next school year;

Ombudsman received a complaint challenging a pickup/drop off point deemed dangerous because of heavy traffic and requesting an extension of the bus route to their residence;

#### Complementary Educational Services:

Ombudsman received a complaint about a teacher's behaviour where involvement of Director of Educational Services was required.

#### Youth and Adult and Vocational Educational Services:

Ombudsman received a complaint related to bullying in elementary school.

I would like to thank the School Board personnel who have always taken responsibility for the issues raised and collaborated with the Ombudsman to find solutions that addressed the interests of the students.

Anne Letellier de St-Just  
Student Ombudsman



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## About the Central Québec School Board

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The Central Québec School Board (CQSB) has existed – under various names as a confessional, and now, as a linguistic Board – since 1867. It covers the largest territory of any school board in the province. Its schools and centre are spread out over a region of 515,000 km<sup>2</sup> – or one third of the province. Despite the obvious challenges faced by a Board with such geographically spread-out schools, our students have consistently performed at a high level. Results on Ministry examinations and success rates have constantly placed CQSB among the top five English school boards in the province. This is a considerable achievement when one considers the geographic and linguistic challenges.

### ELEMENTARY SCHOOLS

Everest Elementary School  
Holland Elementary School  
Mauricie English Elementary School  
Portneuf Elementary School  
Riverside Regional Elementary School  
Ste-Foy Elementary School  
St. Vincent School  
Valcartier Elementary School

### COMBINED SCHOOLS

A.S. Johnson Memorial School/St. Patrick Elementary School  
Dollard-des-Ormeaux School  
Jimmy Sandy Memorial School  
La Tuque High School  
MacLean Memorial School  
Shawinigan High School

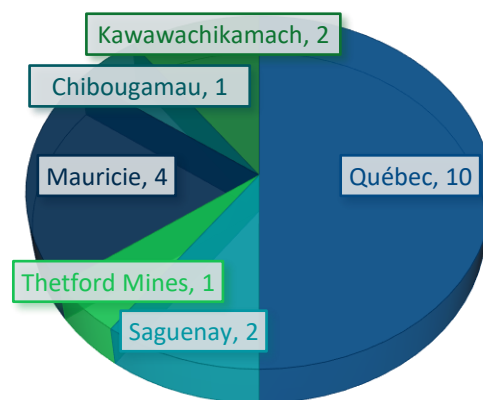
### ADULT AND VOCATIONAL EDUCATION CENTRES

Eastern Québec Learning Centre  
James Chescappio Learning Centre

### SECONDARY SCHOOLS

Québec High School  
Riverside Regional High School  
St. Patrick's High School  
Three Rivers Academy

### SCHOOLS PER REGION



### Interesting facts About CQSB

The largest school board territory in the province – covers 35% of Québec - and includes:

27 MNAs (Member of the National Assembly)  
Over 370 municipalities  
18 French school boards

35 MRCs (*Municipalité régionale de comté*)  
6 cities with MRC responsibilities  
2 regional administrations