



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUEBEC SCHOOL BOARD

2020-2021 Annual Report



YOUNG MINDS
ALIGHT!

FAITES-LES RAYONNER!

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About the Central Québec School Board

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

Learning for all.

**Continuons à apprendre
Learning for all**

CQSB Council of Commissioners – 2020-2021

Stephen Burke

Chairman of the Council of Commissioners

David Eden

Elected Commissioner

Ward 1 Québec City Region (East)

Ian O'Gallagher

Elected Commissioner

Ward 2 Québec City Region (Upper Town)

André Gosselin

Elected Commissioner

Ward 3 Québec City Region (Centre & L'Ancienne-Lorette)

Cameron Lavallée

Elected Commissioner

Ward 4 Shannon, Valcartier, Stoneham, Fossambault & Lac-Beauport

Jo Rosenkek

Elected Commissioner

Ward 5 St-Augustin, Portneuf County & Trois-Rivières (East)

Heather Clibbon

Elected Commissioner

Ward 6 South Shore of Québec (East)

Jean Robert

Elected Commissioner, Vice-chairman

Ward 7 South Shore of Québec (Nicolet, Thetford Mines & Lotbinière)

France Pedneault

Elected Commissioner

Ward 8 Trois-Rivières West & Shawinigan Region

Chantal Guay

Elected Commissioner

Ward 9 La Tuque Region

Jo-Ann Toulouse

Elected Commissioner

Ward 10 Chibougamau Region

Debbie Ford-Caron

Elected Commissioner

Ward 11 Saguenay / Lac-St-Jean Region

Debbie Cornforth

Parent Commissioner

Elementary School Level

Isabel Béland

Parent Commissioner

Secondary School Level

Christian Falle

Parent Commissioner

Outlying Regions

Jason Kilganan

Parent Commissioner

Special Needs

Message From the Chairman



Stephen Burke
Chairman of the
Council of Commissioners

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 2020-2021 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.

The 2019-2020 school year was significantly perturbed by the Covid-19 virus and the many measures imposed by the government to ensure our safety. Fortunately, the reopening of schools in August 2020, under some still strict guidelines from the *Direction de la Santé publique*, went rather well and we actually were able to experience a 2020-2021 school year somewhat closer to normality.

On a personal note, I had planned to chair my last meeting of the Council of Commissioners on September 11th, 2020. Accordingly, I did not submit my candidacy for the school board elections scheduled for November 8th. However, the persistence of the pandemic obliged the government to defer the elections, twice rather than once, and I decided to revise my decision and resume the position of Chairman.

On October 22nd, I signed the official documents confirming the purchase of the site on which the first South Shore English-language elementary school will stand. Construction should begin in the Spring of 2022 and the school should be ready for September 2023.

On November 24th, I was invited by Videotron's MATv community channel to provide my thoughts on Bill 40 and school democracy. There were actually four guests on the program – the present Chairman and CEO of the *Fédération des centres de services scolaires du Québec*, the Director General of the *Centre de service scolaire de la Capitale*, a political science professor from Laval University and myself. It was comforting to listen to the professor confirming that the abolition of the French-language school boards was a significant loss for democracy in this province.

On December 5th, along with three other members of Council, I attended a Professional Development activity prepared by the Quebec English School Boards Association (QESBA) focussing on the Education Act and the powers and responsibilities of school commissioners.

On January 13th, the members of Council were given a presentation on a potential redistribution of students residing in the northern portion of the Quebec Metropolitan Area (QMA) as well as in the Mauricie. It was agreed that the board administrators meet with ministry officials to evaluate their openness to these proposals.

On February 23rd, the Department of National Defence (DND) officially confirmed that it would sell a portion of the DND land behind Place Laurier (Québec City) to the government of Québec, more precisely to the *Ministère de l'Éducation*, for the construction of an English-language high school which will replace the present St. Patrick's and Québec High Schools. The dossier thus entered into another phase of analysis and eventually should receive a confirmation from the Québec government. We expect that the school will open in September 2026.

On April 14th, I testified on behalf of the QESBA before Judge Jacques Lussier of the Superior Court of Québec regarding the English school boards' opposition to Bill 40 which essentially aims to abolish democratically elected school boards as we know them.

During the month of May, I received calls from various media regarding Bill 40, the renovation project at Riverside Regional Elementary in Jonquière, the elementary school in Lévis and the reopening of our elementary schools in the Red Zones (i.e. the colour codes used by the *Direction de la santé publique*).

On June 7th, I met by videoconference with the MNA for Jonquière, Mr. Sylvain Gaudreault. Mr. Gaudreault offered his support for the request that the CQSB had by now submitted twice to the MELS for the addition of a gymnasium at Riverside Regional High School.

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, Mr. 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

Message From the Director General



Stephen Pigeon
Director General

It is once again with pleasure and great pride that the Central Quebec School Board (CQSB) presents its Annual Report. As Director General of the CQSB, my main objective has always been to ensure that our organization does everything in its power to provide every student a chance to succeed in a safe and conducive-to-learning environment.

Proudly, we have been able to uphold our steady progression as, out of the 72 School Boards/School Service Centres in Québec, our school board **ranked 1st** all sectors combined, with a graduation and qualification rate for the 2013 cohort, over a 7-year period of 94.2%. Yes, teamwork, engagement, dedication, cohesiveness, resilience, cooperation, collegiality, appreciation are just a few words that define us.

With a territory that covers 33% of the total area of our province, and enrolment figures that continue to rise year after year, there is no doubt in my mind on how important our English-language educational institutions are. They are at the heart of our English-speaking communities. That reality is so well-reflected in our elected governance. Our stakeholders have a voice. I thank the many families who choose to entrust their children to us for their educational journey.

In 2020-2021, we have grown accustomed to teleworking and wearing masks. The pandemic continued to throw curveballs and inevitably slow down some of our plans. Nevertheless, we have remained focused and enthusiastic about our upcoming projects: our new elementary school on the South Shore of Quebec City, our new high school on the North Shore of Quebec City as well as the extension of our elementary schools in the Saguenay and Chibougamau regions. Much to look forward too in the coming months and years.

The success of the Central Québec School Board is far from being a one-person job and let me assure you that as Director General of the CQSB, I am excessively proud of my team! Thank you to all of the people contributing to this success. We will keep on working hard.

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

Report From Educational Services

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.

CQSB has a partnership with the Morrin Centre situated in Québec City which services the anglophone community by offering a variety of cultural events. In March, their annual ImagiNation Writer's Festival went online due to the pandemic. This event promotes adult literacy by offering presentations from authors. An off branch of the festival has children's authors visit CQSB schools in the Québec City region. Due to the pandemic, the authors booked online visits. Approximately 950 students took part. Schools that participated: Holland Elementary, Portneuf Elementary, Ste-Foy Elementary, Valcartier Elementary, St. Vincent School, and Shawinigan High School.

CQSB has a partnership with the Wellness Centre which provides a wide range of support to anglophone families within the Québec City region. The Baby Book Bag Project continued last year despite the pandemic. A free book bag is given to parents with newborns to promote literacy starting from birth. CQSB is part of the consultation process as to the bag's contents.

In 2017-2018, the Holland Elementary School documentation technician and early childhood teachers created the Read with Me Book Bags Project. Audiobooks are recorded at the Québec High School recording studio by people in the English community. Approximately 250 audiobooks are available, the majority in English, and some in French. This project aims to support families whose mother tongue is not English. In 2020-2021, due to the pandemic, the book bags were only shared with their Kindergarten students.

Due to the situation in 2020-2021, no data has been compiled with regards to objective of 60-minute per day of physical activity. Central Québec School Board had already met its 2022 objective before Covid.

The 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 over the last months, 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:

Orientation 1: Cultural Identity of the School Board

This orientation is still to be developed. The priority has been given to other orientations directly linked with the Covid situation in the last 18 months.

Orientation 2: Inclusive Education

All CQSB students but a handful were integrated in regular classrooms in 2020-2021. The few students who were not integrated in regular classes were part of a special language class at DDO Elementary School and others were part of a CASP/Challenges group at Québec High School. Throughout the school year, these students were integrated to some other classes according to their needs and strengths.

Nurturing Support Centres – In 2019-2020, 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. This project was extended to Everest and Riverside Regional Elementary schools during the 2020-2021 school year.

Orientation 3: Wellness for the CQSB Community

Teacher Induction - An online teacher induction session was provided in August jointly planned by Human Resources and Educational Services. The aim was to welcome new teachers to the school board and ensure they have the necessary information and resources needed to start the school year.

Well-being Sessions – Some webinars were provided to school administrators over the course of the school year, such as: *Mental Health Workplace Leadership During COVID-19* and *Dealing with Difficult Personalities*.

Online professional development opportunities were provided to all teachers (preschool, elementary and secondary) throughout the year on a range of topics related to distance education to prepare teachers for online teaching due to the COVID-19 pandemic and the potential reality of classroom closures or school closures.

The **CQSB Learning for All** Website was created and served as the hub of information for teachers, students and parents about the Microsoft Teams platform and other essential resources and tools. <https://sites.google.com/view/cqsbhomerresources/home>

Elementary Principals were invited to take part in a networking session on Preschool Orientation to share creative ideas on ways to welcome parents and their child to school since the pandemic would not allow for in-presence visits.

Community Learning Centres (CLC) – All CLCs worked with community partners to support wellness needs in their local school communities. Considering that outside visitors to schools were closely monitored and that several communities were put in confinement at different moments of the school year, the CQSB CLCs were still active within their communities. Various activities took place such as Kitchen Brigades, Clothing Sales, Battery Collection, Visits to seniors' home, etc.

Surveys – The Compass survey was administered in the spring in 4 of our secondary schools in collaboration with *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.

Orientation 4: Retention and Success of Indigenous Learners

Three schools received project funding under measure 15061 to provide students with opportunities to acquire knowledge about the culture and traditions of Indigenous communities in Québec.

Eight schools received project funding under measure 15063 to hire personnel to support the needs of their Indigenous students.

Six schools received funding from the Jordan's Principle to support specific needs pertaining to their Indigenous students. In the spring of 2021, this organization also granted funding to CQSB to hire a person to oversee the support and services provided to Indigenous youth. This person will be employed as of the 2021-2022 school year.

CQSB continues to have representation on the Provincial Table for the Success of Indigenous Youth.

CQSB had representation on the local roundtable of Chibougamau on access to services in urban areas for Aboriginal people.



Mandated Ministerial Orientations

Finally, 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.*

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

Provincial Situation	Cohorts (followed until)		Total	Male	Female	EHDA	Regular Students	Attending school in disadvantaged area	Other Areas	1 st Generation Immi grants	Non-Immigrants							
			ALL SECTORS															
	2008 Cohort (2014-15)	Success Rate	78.8	73.8	83.9							48.3	82.4	69.0	77.9	75.0	78.8	
		Gap		10.1								34.1		8.9		3.8		
		Target 2022	Gap		6.1							25.0		6.5		3.0		
Target 2030	Gap		5.0			17.0		4.0		2.0								
Central Québec School Board	2008 Cohort (2014-15)	Success Rate	87.5	83.4	92.1	80.0	92.7	83.7	86.9	100	91.0							
		Gap		8.7			12.7		3.2		-9.0							
	2009 Cohort (2015-16)	Success Rate	86.8	80.9	93.2	62.5	88.7	88.5	85.4	72.7	86.7							
		Gap		12.3			26.2		-3.1		14.0							
	2010 Cohort (2016-17)	Success Rate	90.7	87.0	94.6	53.8	93.5	67.4	92.7	80.0	90.9							
		Gap		7.6			39.7		25.3		10.9							
	2011 Cohort (2017-18)	Success Rate	89.9	85.6	94.1	67.6	91.2	71.0	90.9	66.7	90.7							
		Gap		8.5			23.6		19.9		24.0							
	2012 Cohort (2018-19)	Success Rate	91.1	90.8	91.3	74.4	92.2	67.5	91.8	70.0	91.8							
		Gap		0.5			17.8		24.3		21.8							
	2013 Cohort (2019-20)	Success Rate	94.2	95.8	92.4	82.1	94.2	84.2	94.2	77.8	94.7							
		Gap		-3.4			12.1		10.0		16.9							
	Target 2022	Gap		6.0			8.0		3.0		7.0							
	Target 2030	Gap		4.2			6.5		2.0		4.5							

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

The latest data available indicates that, for the 2013 Cohort that has been followed over 7 years until 2019-2020, a larger proportion of males (95.8 %) received a diploma or a qualification than the comparable proportion of females (92.4 %). The trend is reversed, as the opposite is normally observed.

For the last four cohorts, the gap between the *Élèves handicapés ou en difficulté d'adaptation* (EHDA) and Regular students has significantly decreased: the 2010 Cohort was presenting a gap of 39.7 % between the proportion of EHDA students and the proportion of Regular students who had obtained a diploma or a certification, while the 2013 Cohort's gap is down at 12.1 %. We still have not reached the CQSB's 2022 target for 2022 (8 %), but we are heading in the right direction. We have surpassed the 2030 ministerial target which is set at 17 %.

At 10 %, the gap between students attending school in a disadvantaged area and students from other areas has significantly decreased with the 2013 Cohort, the three past cohort rate being normally situated around 20-25 %.

Finally, the gap between First-generation immigrants and Non-immigrants must be read taking into consideration the very small proportion of First-generation immigrant students in the CQSB schools. Indeed, First-generation immigrant students represent only 3 % of the total 2013 Cohort population (9 of the 300 students).

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

Provincial Portrait (Public sector)	Baseline Year 2016-2017	12.5
	Target 2022	11.4
	Target 2030	10.0

Central Québec School Board	Baseline Year 2016-2017	14.3
	2017-2018	11.6
	2018-2019	n/a
	2019-2020	n/a
	2020-2021	n/a
	Target 2022	12.0
	Target 2030	10.0

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

The *Indicateurs nationaux* have not been updated and are 3 years late, therefore we are missing the data for the following school years: 2018-2019, 2019-2020, and 2020-2021.

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

Provincial Portrait (All Sectors)	Students under 20 obtain a 1 st diploma		Students under 20 obtain a 1 st diploma or qualification	
	Baseline Year 2008 Cohort (2014-2015)	73.5	78.8	
	Target 2022	---	84.0	
	Target 2030	85.0	90.0	

Central Québec School Board	Baseline Year 2008 Cohort (2014-2015)	84.3	87.5
	2009 Cohort (2015-2016)	n/a	86.8
	2010 Cohort (2016-2017)	n/a	90.7
	2011 Cohort (2017-2018)	n/a	89.9
	2012 Cohort (2018-2019)	n/a	91.1
	2013 Cohort (2019-2020)	n/a	94.2
	Target 2022	85.0	88.0
	Target 2030	85.0 +	90.0

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

Central Québec School Board is ranking first in the province for the Graduation and Qualification Rate for students under 20 years old. We are still surpassing our 2022 and 2030 targets for this objective. Unfortunately, we are unable to track the rate of CQSB students under 20 who obtain a first diploma, because the Ministry of Education is no longer providing specific data on this.

**NOUS SOMMES FIER
DU SUCCÈS DE NOS ÉLÈVES**

WE ARE PROUD OF OUR STUDENTS' SUCCESS



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

Félicitations et merci à tous nos employés
Congratulations and thank you to all our employees
cqsb.qc.ca

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**Notre commission scolaire
obtient le plus haut taux de diplomation
et de qualification au Québec**

**School board with the highest graduation
and qualification rate in the province of Québec**

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

Provincial Portrait	Baseline Year 2016-2017	n/a
	Target 2030	n/a

Central Québec School Board	Baseline Year 2016-2017	90.9
	2017-2018	84.7
	2018-2019	88.3
	2019-2020	n/a
	2020-2021	n/a
	Target 2030	90.0

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

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 and in 2020-2021, 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

To be able to achieve this objective, it will be necessary to see to the complete replacement of the most obsolete assets by new buildings meeting the criteria of the 2000s.

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. This continued despite the COVID-19 pandemic.

- An Emergency Protocol was created and provided to schools due to the pandemic.
- A Virtual School was established to ensure students who could not physically attend school were provided online instruction and services.
- The Director of Educational Services and coordinators took part in weekly online Management Advisory Committee meetings to provide pertinent information to school administrators (ex. MEQ pandemic directives).

Instructional Services

Due to the pandemic, the mandate was to support schools with distance learning and provide pertinent information in a timely fashion. This was done by:

- Taking part in the online teacher induction session in August to ensure new teachers knew the members of the consultant team and how to contact them, plus the resources available to them.
- Providing online professional development opportunities to all teachers (preschool, elementary and secondary) throughout the year on a range of topics related to distance education to prepare teachers for online teaching due to the COVID-19 pandemic and the potential reality of classroom closures or school closures. Funding was provided by Measure 15070. Selected sessions were recorded and uploaded to the CQSB Learning for All site.
- Creating self-paced capsules on the Microsoft Teams Platform to support teachers and school teams with its use as 1) a communication tool 2) an instructional tool.
- Providing Question and Answer sessions on Microsoft Teams throughout the year to ensure school needs were heard and addressed.
- Creating Subject SharePoint sites containing a variety of resources teachers could access online since working with teachers in person was limited due to the pandemic.
- Establishing Subject Teams in Microsoft as a networking and communication channel for teachers.
- Maintaining the CQSB Learning for All site as the hub of communication where teachers could find tools on distance education, online professional development opportunities, contact information on the consultants and other pertinent resources. This site continues to evolve.
- Providing up-to-date information relating to evaluation and reporting practices and procedures which changed significantly due to the pandemic and directives established by the MEQ.
- Providing support to teachers on all the programs of study (preschool, elementary and secondary) and available resources.
- Providing support to teachers with the essential learnings established by the MEQ due to the pandemic.

Complementary Educational Services

CQSB school teams with support from staff from the Educational Services Department 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 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;
- Enrichment of our digital book collection through our common Digital Library – funds were used to enhance the collection of English and French resources.

The current pandemic has created new conditions that have impacted the development of our students in ways that we can only start to see at this point in time. 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
- CQSB Elementary Cycle 3 Track and Field Event
- CQSB Cross Country Run

In June 2021, CQSB worked hand in hand with local *Santé publique* to help with the vaccination of the students aged 12 and up. We were quite successful. Over 90% of our High School students have been adequately vaccinated.

During the course of the school year, Emergency Daycare service for essential workers were put in place in several schools. The daycare welcomed CQSB students as well as students attending other school boards.

One of our biggest challenge remains the hiring of 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

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

Vocational Training opportunities include the following professional programs: Hotel Reception, Health Assistance and Nursing (HAN), Pharmacy Technical Assistance for which the School Board received a provisional authorization early in 2020.

The Learning Centre was also part of a province-wide initiative to offer a Ministry Skills Training Certificate 375-hour program entitled Support for Assistive Care in Long-Term Care Centres to train health care attendants. Two cohorts of this training were offered: from June 15 to September 12, 2020 and from October 13 to January 22, 2021.

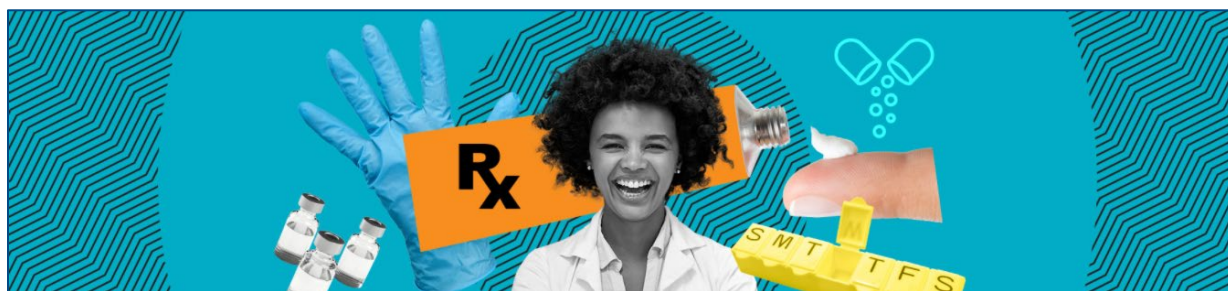
The *Service d'accueil, de référence, de conseil et d'accompagnement*, (SARCA) is also a doorway for adults looking for information or referral for training or integrating into society. Over recent years, we have observed that the offer of service to an immigrant population has increased.

The second language offer of service now features the addition of French conversation classes. This is made possible through a partnership with Services Québec and serves the needs of the newcomers to the region who hope to improve their level of spoken French.

Despite the pandemic, the classes and training programs were maintained throughout the year. Through online virtual training, the Centre was able to maintain its services throughout the school year.

Despite this major event, staff and many students persevered. Students were supported online by their teachers; exam sessions took place and a number of students pursued or completed their study project.

57 Vocational Training students completed their study project as did 27 students in the General Education sector.



The following table refers to the number of bullying and/or 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	Incidents of Violence or Bullying			
	Less than 10	Less than 20	Less than 30	Less than 50
A.S. Johnson Memorial / St. Patrick Elementary	√			
Dollard des Ormeaux	√			
Eastern Quebec Learning Centre	√			
Everest	√			
Holland	√			
Jimmy Sandy Memorial School				√
La Tuque High School	√			
MacLean Memorial	√			
Mauricie English Elementary	√			
Portneuf Elementary	√			
Quebec High School		√		
Riverside Regional Elementary School	√			
Riverside Regional High School	√			
Shawinigan High School	√			
St. Patrick's High School	√			
St. Vincent	√			
Ste-Foy	√			
Three Rivers Academy			√	
Valcartier	√			

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
2020-2021	138.5



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.

BALANCE SHEET AS AT JUNE 30, 2021		\$
FINANCIAL ASSETS		
Cash and cash equivalents	623,595	
Operating grants receivable	7,807,190	
Investment grants receivable	73,500,566	
School taxes receivable	788,041	
Accounts receivable	2,502,037	
Inventories	12,283	
TOTAL FINANCIAL ASSETS	85,233,712	
LIABILITIES		
Short-term loans	7,900,000	
Accounts payable and accrued liabilities	15,085,141	
Deferred investment grant	80,884,525	
Prepaid revenues	631,474	
Allowance for employee benefits	3,814,577	
Long-term debts subject to a promised grant	54,932,387	
Other Liabilities	405,717	
TOTAL LIABILITIES	163,653,821	
NON-FINANCIAL ASSETS		
Fixed assets	87,814,075	
Prepaid expenses	258,508	
TOTAL NON-FINANCIAL ASSETS	88,072,583	
ACCUMULATED SURPLUS	9,652,474	

STATEMENT OF INCOME FOR THE YEAR ENDED JUNE 30, 2021		\$	%
REVENUES			
MEQ grants – operating	75,821,746	85.50	
Investment grant	1,657,756	1.87	
Grants – other sources	1,050,714	1.18	
School taxes	2,882,069	3.25	
School fees	122,373	0.14	
Revenues from sale of goods and services	2,940,147	3.32	
Other revenues	1,071,581	1.21	
Amortization of deferred investment grant	3,130,182	3.53	
TOTAL REVENUES	88,676,568	100.00	
EXPENDITURES			
Teaching Activities	31,151,159	35.06	
Teaching Support Activities	19,958,894	22.47	
Complementary Activities	7,703,604	8.67	
Administrative Activities	4,947,679	5.57	
Building-related Activities	8,871,357	9.99	
Related Activities	16,161,219	18.19	
Expenses related to the variation of the employee benefits allowance	40,891	0.05	
TOTAL EXPENDITURES	88,834,803	100.00	
DEFICIT FOR THE YEAR	(158,235)		

Report From Human Resources

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 2020 to March 2021				
Staff	Hours Worked	Overtime	Total Paid Hours	# of Employees
1. Management	80 741,50	98,00	80 839,50	54
2. Professionals	86 570,71	56,38	86 627,09	74
3. Nurses	0	0	0	0
4. Teachers	648 005,74	2 069,67	650 075,41	836
5. Support and related occupations	393 669,66	1 002,95	394 672,61	678
6. Police Officers	0,00	0,00	0,00	0
7. Maintenance	37 180,16	207,92	37 388,09	81
8. Students and trainees	0,00	0,00	0,00	0
TOTAL	1 246 167,76	3 434,93	1 249 602,69	1 723

For the period of April 1, 2020, to March 31, 2021, the objective is 1 201 715,60 hours paid. Vacant positions that have now been filled explain the extra hours worked.

Within our initiatives to promote well-being, our employees were given access to a mental well-being and stress management program as well to on-line access to physical training platform. Conferences on healthy living habit were also offered.



Report From the Parents' Committee

The 2020-2021 CQSB Parents' Committee was comprised of representatives from 16 of the 17 CQSB elementary and secondary schools. The committee held 5 regular meetings during the 2020-2021 school year. Meetings were held online with Teams.

The Parents' Committee (PC) was consulted by the School Board on numerous subjects as required, including the Educational Calendar, the Criteria for Admission and Enrolment, the 3-Year Plan for the Allocation and Destination of Immovables, the Transportation Policy, and the Budget Management Process for both the Adult and Youth Sectors.

Parents' Committee members also discussed with CQSB personnel about CQSB's online learning and evaluation plan, how to motivate our children for online learning, CQSB's French curriculum and the learning gap between French Second Language Immersion (FLSI) and French Mother Tongue (FLE – *Français langue d'enseignement*) as well as the responsibilities of the Buildings & Equipment Department and an overview of the current projects for CQSB schools.

Parent Committee members, also members of their school Governing Boards, relay information between these committees. The three parent-commissioners, elected to the Council of Commissioners by our committee, give valuable insight on parent views to the council and provide feedback to the PC members. In the past, our two representatives on the English Parents' Committee Association (EPCA) would relay information on various provincial issues such as the government's intentions toward the education system. However, on June 14th 2021, the CQSB PC unanimously resolved that the Central Québec School Board Parents' Committee no longer be a member of EPCA as we feel that their current perspective does not adequately represent CQSB parents.

In conclusion, this year was again subject to COVID-19 health and safety measures. School and CQSB staff rose to the challenge valiantly to provide a safe and welcoming learning environment for our children and we would like to express our greatest appreciation to all!

Caroline Cloutier
2020-2021 Chairperson

Report From the Student Ombudsman

This is the tenth 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.

During 2020-2021 school year, the Student Ombudsman received three complaints. One relating to youth and educational services was resolved with the parent, one was resolved through consultations with staff responsible for school programs and one was a written report, relating to a student suspension decision presented to the School Board and followed up by board personnel.

- **Transportation services:**

Ombudsman did not receive complaints relating to transportation issues.

- **Complementary Educational Services:**

Ombudsman received a written complaint from an adult student about his suspension following the school decision, complaining of prejudice.

- **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

About the Central Québec School Board

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 km², 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 consistently 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 (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)

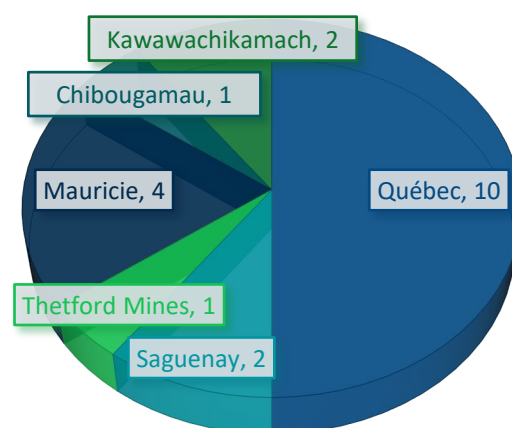
COMBINED SCHOOLS

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



Did you know that the CQSB

has 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 Service Centres

35 MRCs (*Municipalité régionale de comté*)

6 cities with MRC responsibilities

2 regional administrations