



**HELP OUR
STUDENTS
GROW**

2021-2022 Annual Report

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COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

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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

Learning for all

**Continuons à apprendre
Learning for all**

CQSB Council of Commissioners – 2021-2022

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



CQSB Administration Council – 2021-2022

Stephen Pigeon

Director General

Nancy L'Heureux

Director

Human Resources

Guyline Allard (until December 2021)

Anissa Landry (since January 2022)

Director

Financial Services

Stéphane Lagacé

Director

Educational Services

Vincent Laliberté (since June 2022)

Secretary General

Secretariat General

Benoit Sévigny

Director

Buildings & Equipment, Information Technologies and Purchasing

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 2021-2022 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.

Generally speaking, the 2021-2022 school year went rather well. Although the threat of Covid-19 remained a constant menace, we were able to provide our students with a closer to normal school year. The CQSB puts the safety and health of its students and staff at the forefront of its priorities and, as such, guidelines from the *Direction de la Santé publique* are respected at all times.

On December 15th, the Council of Commissioners adopted a motion creating an Ad hoc Committee whose mandate would be to revise the offer of service within the Québec Metropolitan Area (QMA), including the South Shore. Fellow commissioner, Ian O'Gallagher, accepted the position of Chairman of this committee which would project the CQSB into the future as regards the QMA.

Our plans for a South Shore elementary school as well as for a combined twenty-first century high school on the North Shore are definitely an important part of this future, but other projects are also on the table. The Director General and I met with concerned MNAs and more such meetings are to come.

In mid-March, the CQSB caused a few social media activists to question our use in a pilot project of an application that would allow parents to follow in real time their children's school bus and thus ensure a more efficient and less worrisome travel experience for the parents and their children. Unfortunately, because of the potential use of a QR code, the pilot project received some uncalled for and totally false criticisms. But common sense did prevail and the pilot project was pursued and will be evaluated as to its pertinence and true benefits.

On March 31st, I met virtually with Québec City Counsellor David Weiser. It was a short meeting, which I still hope will eventually lead to a meeting with Mayor Marchand.

On April 25th, I had the pleasure of meeting MNA for the Jean-Talon riding, Ms. Joëlle Boutin as she visited Ste-Foy Elementary School. It was an opportunity to speak to her of our need for a new high school. On May 2nd, I met Mr. Vincent Caron, the MNA for the riding of Saint-Raymond to discuss our need for renovations at Portneuf Elementary 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 always a great privilege to present you with the Central Québec School Board's (CQSB) Annual Report. As Director General, 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, caring and conducive-to-learning environment; that objective will never change.

Out of the 72 School Boards/School Service Centres in the province of Québec, our school board has upheld its Graduation and Qualification Rate and **ranked 1st** all sectors combined! With a graduation and qualification rate for the 2013 cohort, over a 7-year period of 94.2%, let me assure you that I am excessively proud of the whole CQSB team. Awesome work everyone!

2021-2022 marked the school year where the pandemic began to retreat and during which we were finally back to almost normal school settings. Of course, as it did in many work fields, our organization has too been directly affected by the labour shortage. Nevertheless, I am glad to report that our upcoming projects continued to progress nicely; our new elementary school on the South Shore of Québec City, our new high school on the North Shore of Québec City, the extension of our elementary schools in the Saguenay and Chibougamau regions, the implementation of the 4-year-old kindergarten program. With all the upcoming changes in our offer of service in the greater Québec City area, public consultations will take place in 2022-2023 as we want to gather feedback from our communities.

Considering that the CQSB covers a territory equivalent to 35% of the total area of our province and that enrolment figures continue to rise year after year, there is no doubt in my mind that our English-language educational institutions are of the utmost importance. They are at the heart of our English-speaking communities, and I thank the many families who choose to entrust their children to us for their bilingual educational journey.

Thank you to everyone contributing to CQSB's success! Our school board's future looks very bright ahead!

Respectfully,

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

The CQSB 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.**

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 April 2022, their annual ImagiNation Writer's Festival hosted in-person events after a year online due to the pandemic. This event promotes literacy by offering presentations from authors. A part of this festival includes school visits in the Québec City region with children and young adult authors. More than 365 students took part. Schools that participated: Holland Elementary, Everest Elementary, Portneuf Elementary, Ste-Foy Elementary, Valcartier Elementary and St. Vincent 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. VEQ (Voice of English-speaking Québec) has recently joined in as a financial partner for the continuity of the project. Audiobooks are now recorded in the newly mobile Québec High School recording studio by people in the English community. The mobile recording studio travels from one school to another to include as many participants of the English community as possible. Approximately 250 English audiobooks and 50 French audiobooks are available to most of the school board elementary schools through the bank of QR codes created for the audio recorded books. Some recorded books are also available on the Morrin Centre shelves. 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.**

With regards to the objective of 60 minutes per day of physical activity, Central Québec School Board had already met its 2022 objective in 2018-2019.

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 2021-2022. The few students who were not integrated in regular classes were part of a special language class at Dollard-des-Ormeaux Elementary School and others were part of a CASP*/Challenges group at Quebec High School. Throughout the school year, these students were integrated to some other classes according to their needs and strengths.

**Competency-based approach to social participation*

Nurturing Support Centres

In 2021-2022, the school board supported the creation of nurturing support centres in several elementary schools with assistance from the Educational Services professionals and the provincial Centre of Excellence for Behaviour Management. This project was extended to Mauricie English Elementary School, St. Vincent School and Holland Elementary School during the 2021-2022 school year.

I have MY IEP!

Following the creation of a bilingual tool kit during the course of the last two years, CQSB continued its partnership with Université Laval and several other boards to look at ways to improve student participation in the IEP process. In 2021-2022, Dollard-des-Ormeaux Elementary School and Riverside High School participated in the joint collaborative research project to look at self-determination of students with behavioural challenges in the IEP process. Selected families from these two schools were selected and tested this alternative way to the IEP process. The feedback received by all was extremely positive.

School-Community Project at Riverside Regional High School

In 2021-2022, CQSB got a grant to look at how to support students with language and social skills challenges in the different pathways in partnership with a community organization. We were able to partner up with ECO-02 to offer a unique experience to those students.

Orientation 3: Wellness for the CQSB Community

An online teacher induction session was provided in August jointly planned by Human Resources and Educational Services. The aim of this yearly event is to welcome new teachers to the school board and ensure they have the necessary information and resources to start the school year. A separate, online session took place for the new teachers at Jimmy Sandy Memorial School in Kawawachikamach due to their early school entry. A series of online sessions were also provided during the year for new teachers on a variety of topics. Consultants supported new teachers by meeting with them online, and also by meeting with them in-person at the schools.

Online professional development opportunities were provided to all teachers (preschool, elementary and secondary) throughout the year on a range of topics. Consultants also provided in-presence support to teachers if so required.



Preschool teachers were offered online sessions to support them with the implementation of the new Preschool Cycle Program. School visits where preschool for 4-year-olds is implemented took place to meet with teachers and administrators to hear their success stories and concerns.

The RECIT consultant and instructional consultant continued to offer support to teachers on the use of Microsoft Teams as this year, again due to the COVID-19 pandemic, online education continued to be a reality for our school communities.

The CQSB [Learning for All](https://sites.google.com/view/cqsbhomerresources/home) website created in 2020-2021 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 with the focus on the transition from home to school.

Community Learning Centres (CLC)

All CLCs worked with community partners to support wellness needs in their local school communities. Mental Health grants were distributed by the Provincial resource team. Several online workshops were offered to support families.

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 seven of our schools was the OurSchool Survey.

Orientation 4: Retention and Success of Indigenous Learners

In 2021-2022, CQSB hired an educational consultant to support the needs of our Indigenous learners. This person reached out to schools to verify the services provided to Indigenous youth who were identified as struggling either socially, emotionally, or academically. The consultant also created a survey to assess the culture of Indigenous practices and support in place within our schools and Centre. A report was completed based on the survey results with recommendations. This person also attended some of the local meetings in the regions to access services in urban areas for Indigenous people.

Instructional consultants received a half-day session on Competency 15 (value and promote Indigenous knowledge, worldviews, culture, and history). The facilitator was Loretta Robinson, one of the authors of the document.

The social sciences consultant and the consultant for the success of Indigenous learners offered a book study to teachers as part of Truth and Reconciliation. They received project funding from measure 15061 (*volet 2*).

Seven schools received project funding under measure 15061 (*volet 1*) to provide students with opportunities to acquire knowledge about the culture and traditions of Indigenous communities in Québec.



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

Five schools received funding from the Jordan's Principle to support specific needs pertaining to their Indigenous students.

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



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

	Cohorts (Followed until)		Total	Male	Female	EHDA		Regular Students	Attending school in disadvant aged area	Other Areas	1 st Genera- tion Immi- grants	Non- Immig- rants
			ALL SECTORS			PUBLIC SECTOR			PUBLIC SECTOR		ALL SECTORS	
Provincial Situation	2008 (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 (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 (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 (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 (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 (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 (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	
	2014 (2020-21)	Success Rate	88.8	84.1	93.8	n/a	n/a		n/a	n/a	n/a	n/a
		Gap		9.7		n/a			n/a		n/a	
	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 – Diplômation et qualification par commission scolaire au secondaire)

Whereas the 2013 cohort displayed a larger proportion of boys (95.8 %) getting a qualification or certification after 7 years, compared to the proportion of girls (92.4 %) over the same period of time, we observe a significant gap (9.7 %) between the proportion of boys (84.1 %) and the proportion of girls (93.8 %) getting a qualification or a certification for the 2014 cohort. The CQSB 2022 target (6.0 %) has not been met with the 2014 cohort but had been met twice with previous cohorts: the 2012 cohort displayed a gap of 0.5 % only, while a higher proportion of boys received a certification or qualification within the 2013 cohort.

The Ministry didn't meet their 2022 target, which was established at 6.1 %, the 2014 cohort displaying a gap of 9.2 % at the provincial level.



The data for the 2014 Cohort had not been made available yet by the MEQ when this report was produced, therefore no data is displayed for 2014 cohort concerning the gap between the *Élèves handicapés ou en difficulté d'adaptation* (EHDA) and regular students, the gap between students attending schools in a disadvantaged area and students attending school in other areas, and the gap between 1st generation immigrants and non-immigrants.

Even if the gap between *Élèves handicapés ou en difficulté d'adaptation* (EHDA) and regular students was significantly lower for the 2014 Cohort compared to previous cohorts, CQSB had not attained its target yet. Since the data is not available for the 2014 Cohort, no final conclusion can be drawn. The same can be said for the gap between students attending schools in a disadvantaged area.

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 CQSB schools. For example, First-generation immigrant students represented only 3 % of the total 2013 Cohort population (9 of the 300 students). Once again, since no data is available for the 2014 Cohort, no final conclusion can be made.

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* available through AGIR are only available up to 2017-2018, and the data for Year 2021-2022 is not available in the latest report: *Taux de diplomation et de qualification*, therefore we are not able to conclude if we have reached our 2022 target.

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 (2015-2016)	n/a	86.8
	2010 (2016-2017)	n/a	90.7
	2011 (2017-2018)	n/a	89.9
	2012 (2018-2019)	n/a	91.1
	2013 (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)

The proportion of girls obtaining a first diploma or qualification has slightly increased from 92.4 % for the 2013 cohort to 93.8 % for the 2014 cohort, but data shows a decrease of 11.7 % for the boys over the same period of time: from 95.8 % of boys obtaining a first diploma or qualification within the 2013 cohort to 84.1 % for the 2014 cohort (see Table 1).

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.

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.

In 2021-2022, the Ministry of Education has mandated Grade 6 examinations based on essential learnings, therefore the data is not comparable to previous years and has not been included in this report.

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 and if needed, replace an obsolete asset by a new one.
- Perform biannual evaluation visits to target the work priorities.
- Invest the allowed budgets in priorities where the needs are the clearest and will bring the most improvement for the money invested.
- 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 three years and will continue for the years to come.

Achieving this objective will require the overhaul or replacement of our most obsolete establishments with new buildings that will meet current construction standards and criteria.



Educational Services

The Educational Services Department navigated the tail end of the COVID-19 Pandemic in 2021-22 in supporting our schools with the application of the sanitary measures while the Ministry of Education reverted to their mandatory examinations in June 2022. This has meant direct support to teachers in these subjects in order to reduce the learning gaps accumulated in the past 2 years while, in parallel, exploring best practices moving forward.

- ➔ Complementary Educational Services has put emphasis on the socio-emotional support to students, via school teams, as they grappled with a return to in-presence learning and collected our students after months of “social isolation”;
- ➔ Instructional Educational Services has ensured support to teachers to align the Ministry’s Learnings to be Prioritized vs. equitable assessment of our students, taking into consideration the learning gaps;
- ➔ Strategic Educational Services has taken stock of the Ministry of Education guidelines concerning their 2023-2027 Strategic Planning.

Instructional Services

Due to the pandemic, the mandate was still to support schools with distance learning and provide pertinent information in a timely fashion, as well as offering pedagogical development activities to address schools’ needs. This was done by:

- ⇒ Taking part in the online teacher induction session in August to ensure new teachers were introduced to the Instructional Services consultants and made aware of the various resources and offers of services available to support them throughout the year.
- ⇒ Providing a variety of in-person, online, and self-paced professional development opportunities to teachers throughout the year. This included:
 - **Literacy in the Digital Age**, funded through Measure 15070, that was attended by participants from 10 of our 14 elementary schools.
 - **The Reconcili-ACTION Book Club**, funded through Measure 15061 (volet 2), which involved teachers from both our elementary and secondary schools.
 - **CQSB Reads**, which provides teachers with monthly resources aimed at making reading visible, accessible, and enjoyable throughout our schools.
 - **The Techno-pedagogical Leadership Committee**, funded through Measures 15085 and 15086, that is made up of one teacher representative per school. This year 14 of our 18 schools were represented.
 - **The integration of coding and robotics in teachers’ practices**. This included targeted focus for Kindergarten and Elementary Cycles 1 and 2 teachers using Beebots, Microbits and MS MakeCode Arcade.



- **Math Professional Book Study Groups**, funded through the Math Focus Grant, to support elementary and secondary teachers in shifting their math teaching practice to a more conceptually based approach.
- **Indigenous Student Support Report** deposited to guide PD & personnel sensitivity moving forward.
- **Annual CQSB Performing Arts Festival (17th Edition)** attended by 16 of our 18 schools, with over 1200 students performing, participating in one of the 15-20 workshops given by professional artists or by attending the student show at Palais Montcalm.



- ⇒ Maintaining and growing the CQSB Learning for All site, which has become a centralized location where teachers have access to self-paced learning modules, resources related to high impact teaching strategies, upcoming professional development opportunities and other pertinent resources.
- ⇒ Continuing the promotion of the self-paced capsules and resources on the Microsoft Teams Platform to support teachers and school teams with its use as a communication tool and an instructional tool. Targeted support for this platform was also provided to new teachers.
- ⇒ 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 the adult sector) 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.

Complementary Educational Services was able to organize two in-person retreats for the in-school professionals: one in December 2021 and one in April 2022. The themes covered centred around mental health, trauma, and wellness. The feedback received was positive.

In the fall of 2021, CQSB worked hand in hand with local *Santé publique* to help with the vaccination of elementary students.

One of our biggest challenges 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 240-hour Program** entitled **Clinical Administrative Support** to train administrative staff in the health sector. This training was offered to one cohort from March 21st to May 26th, 2022.



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 continued to increase.

The second language (English and French) offer of service was offered online for the 2021-2022 school year. This subsidized offer 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 and English.

A total of **31 Vocational Training students** completed their study project in 2021-2022.

Four students in the General Education sector successfully completed the required courses that enabled them to receive their Secondary School Diploma.

Initial steps to completing the **Anti-Bullying and Anti-Violence Action Plan** were put into place. The plan has been updated and completed in the 2021-2022 school year.

Incidents of Violence and Bullying

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	Between 11 and 25	Between 26 and 50	Between 51 and 100
A.S. Johnson Memorial / St. Patrick Elementary	√			
Dollard-des-Ormeaux	√			
Eastern Québec Learning Centre	√			
Everest Elementary	√			
Holland Elementary	√			
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 Elementary		√		
Three Rivers Academy		√		
Valcartier Elementary	√			

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
2021-2022	296.5



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, the CQSB acts as the General Administrator for JSMS.

Statement of Income For the year ended June 30, 2022	
REVENUES	\$
MEQ Grants - Operating	84,737,767
Investment Grant	542,087
Grants - Other Sources	987,551
School Taxes	2,917,173
School Fees	279,143
Revenues From Sale of Goods and Services	3,989,855
Other revenues	1,000,936
Amortization of Deferred Investment Grant	3,505,547
TOTAL REVENUES	97,960,060
EXPENDITURES	
Teaching Activities	35,026,012
Teaching Support Activities	22,672,269
Complementary Activities	8,054,122
Administrative Activities	5,356,485
Building-related Activities	8,841,449
Related Activities	11,024,846
Expenses Related to the Variation of the Employee Benefits Allowance	277,934
TOTAL EXPENDITURES	91,253,117
SURPLUS FOR THE YEAR	6,706,943



Balance Sheet
As of June 30, 2022

FINANCIAL ASSETS		\$
Cash and Cash Equivalents		5,841,574
Operating Grants Receivable		12,635,704
Investment Grants Receivable		84,004,541
School Taxes Receivable		704,304
Accounts Receivable		2,981,063
Inventories		12,912
TOTAL FINANCIAL ASSETS		106,180,098
LIABILITIES		
Short-term Loan		25,432,703
Accounts Payable and Accrued Liabilities		15,611,467
Deferred Investment Grant		91,738,088
Prepaid Revenues		1,242,883
Allowance for Employee Benefits		4,092,511
Long-term Debts Subject to a Promises Grant		50,573,752
Other Liabilities		343,770
Total Liabilities		189,035,174
NET DEBT		-82,855,076
NON-FINANCIAL ASSETS		
Fixed Assets		98,523,532
Prepaid Expenses		690,961
TOTAL NON-FINANCIAL ASSETS		99,214,493
ACCUMULATED SURPLUS		16,359,417



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 2021 to March 2022				
Staff	Hours Worked	Overtime	Total Paid Hours	# of Employees
1. Management	85 628,90	0	85 628,90	63
2. Professionals	91 332,60	27,66	91 360,26	82
3. Nurses	0	0	0	0
4. Teachers	647 127,69	2 970,35	650 098,03	965
5. Support and Related Occupations	399 348,53	1 192,21	400 540,74	749
6. Police Officers	0,00	0,00	0,00	0
7. Maintenance	34 943,01	166,91	35 109,91	105
8. Students and Trainees	0,00	0,00	0,00	0
TOTAL	1 258 380,72	4 357,12	1 262 737,84	1964

For the period of April 1, 2021, to March 31, 2022, the objective is 1 239 469,04 hours paid.

As part of our contingency plan related to the pandemic, teachers who needed to isolate because of Covid but were well enough to work, were assigned to online teaching while a special education technician was in class with the students.

2021-2022 Beginning of the new Recruitment Publicity Campaign with actual CQSB students.

Report From the Parents' Committee

The Parents' Committee would like to thank all members of the teaching, professional, administrative and support staff for their dedication to CQSB students. This school year was not "normal" and was challenging for students, parents, and all staff members. This year was still impacted by the continued sanitary measures imposed by the COVID-19 pandemic, but to a lesser extent. Teaching, professional, administrative and support staff, as well as students and parents had to adapt quickly to ever-changing procedures and directives issued by the Québec government. In-person and online education were offered to students.

On a personal note, I would like to express my thanks to all the members of the Parents' Committee for their participation and dedication. Your availability and enthusiasm to give so freely of your time and service is greatly appreciated. Your support allows us to improve CQSB and the lives of its students and staff. Thank you for your healthy and respectful discussions. It's always a pleasure to attend our meetings.

Marie-Josée Rodrigue
Chairperson

Report From the Student Ombudsman

This is the eleventh Annual Report presented to the Council of Commissioners.

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 2021-2022 school year, the Student Ombudsman received four complaints described as follows:

Complaints Received in Transportation Services

The Ombudsman received three complaints related to transportation issues. All three were resolved. The nature of the complaints was:

- Two complaints challenging a pickup/drop off point based on the danger the stop represented for the student as well as taking into consideration the age of the student.
- One complaint regarding the suspension of a student using a transportation service of another school board managing the bus route.

Complaint Received in the Youth and Adult and Vocational Educational Sector

The Ombudsman received a complaint related from the parent of an adult student about his suspension following the school decision. A report was issued, and the School Board followed up on the recommendations.

As an informational note, the new law enacted last year is planned to come into effect next fall 2023. A new national Ombudsman is already in place and is in the process of defining the future structure. The Student Ombudsman is and should remain a neutral third party whose role is to receive and address complaints of parents and students who consider themselves victims of injustice, after they have exhausted the various remedies available to them by the School Board. This new structure will therefore include a regional Ombudsman, but the application and integration of the English School Board is not yet defined.

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.

Karina Brassard
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 centres 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)

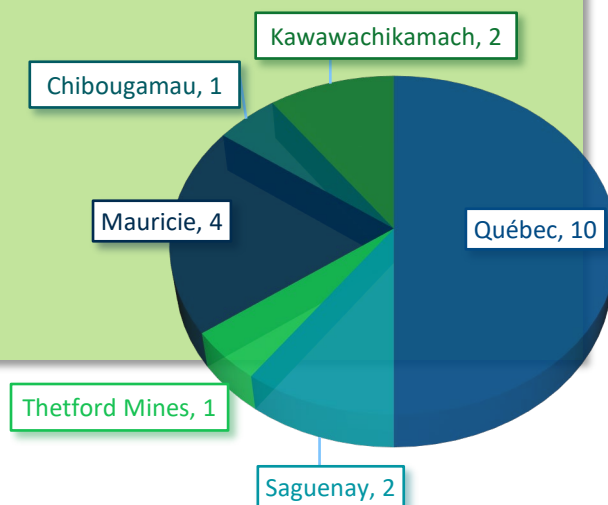
COMBINED SCHOOLS

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



In a Nutshell

Out of the 72 School Boards and School Service Centres, the CQSB has the largest territory in the province as it covers 35% of Québec. The CQSB territory 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

