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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 - 2022-2023

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

Secondary School Level

Jessie Greene

Parent Commissioner

Elementary School Level

Christian Falle

Parent Commissioner

Outlying Regions

Jason Kilganan

Parent Commissioner

Special Needs



CQSB Administration Council - 2022-2023

Stephen Pigeon

Director General

Nancy L'Heureux

Assistant Director General

Director

Human Resources

Anissa Landry

Director

Financial Services

Stéphane Lagacé

Director

Educational Services

Vincent Laliberté

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 2022-2023 school year. The CQSB continues to provide year after year excellent pedagogical services to its youth and adult clienteles. The success of our students is our number one priority and we are very pleased to report that they continue to make us proud.

In order to ensure the continued success of our elementary and high school students in the Metropolitan Québec Area (MQA), the Council of Commissioners held throughout the month of October a consultation of all of the school communities located in the MQA. A total of seven (7) town hall meetings were held under the Chairmanship of Commissioner Ian O'Gallagher. Parents, teachers and stakeholders were able to provide their input on the reorganization of the elementary and secondary schools within the MQA. These meetings led to the adoption at the November Council Meeting of a five-year plan for the reorganization of our school network in the MQA.

On October 20th, I represented the Quebec English School Boards Association (QESBA) at the Swearing in Ceremony of Premier Legault's Cabinet. It was an interesting afternoon and it allowed me to say a few words to the Premier as well as to Ministers Eric Girard, Jean-François Roberge and Éric Caire.

After a two-year hiatus, it was nice to emcee the *Fondation petits bonheurs d'école's* annual brunch held on November 13th. The *Fondation's* mission is to bring financial assistance as well as counsel and support to elementary school students experiencing financial as well as personal difficulties in the MQA. The assistance is available to our students and our principals are aware of its existence.

On November 28th, the Director General and I were pleased to welcome Me Jean-François Bernier, the *Protecteur national de l'élève* to the CQSB Head Office. The discussion was very open and Me Bernier showed genuine interest in our questions and comments regarding the implementation of regional *protecteurs de l'élève*. Of course, we emphasized the importance of bilingualism for those who would oversee our students.

On March 20th, I met with Minister Jonatan Julien, Minister responsible for the *Capitale-Nationale*, to present a project for an elementary school in the Charlesbourg area. This would reduce substantially the time spent by our students on their school bus.

On April 21st, the Director General and I met with MNA Yannick Gagnon in Jonquière to discuss and impress upon him the urgent need for a gymnasium as well as additional classrooms at Riverside Regional High School. You may recall that this request for additional space and a gym dates back to almost two years. Mr. Gagnon agreed to support our request but so far the decision is still pending.

On April 24th, the Council of Commissioners of the Central Québec School Board requested that the *Ministère de l'Éducation et de l'Enseignement supérieur* authorize the establishment of three additional electoral divisions in accordance with the Act respecting school elections. This would allow the Council of Commissioners to continue to adequately represent all of the school communities located on its territory. The request was subsequently approved and the outlying regions of Thetford Mines, La Tuque and Chibougamau will continue to be duly represented at the Council table.



On June 7th, along with the QESBA President Dan Lamoureux and the QESBA Executive Director Russell Copeman, I defended the English-language public school network's right to govern and control its schools before the National Assembly's Parliamentary Commission on Bill 23.

In terms of educational success, our schools and students continue to make us proud. Our graduation and qualification rates remain high. Our students rank among the top 3 school boards and school service centres in Québec. 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-language 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-language 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

Stephen Bushe

December 2023



Message From the Director General



Stephen Pigeon
Director General

Dear CQSB Stakeholders,

Presenting the Central Québec School Board's Annual Report is always an esteemed privilege. As Director General, my unwavering goal is to ensure our organization consistently fosters a secure, supportive, and conducive learning environment for every student, a commitment that remains steadfast.

Among the 72 School Boards & School Service Centres in Québec, our board has excelled, securing the third-best position in combined sectors for Graduation and Qualification Rates! With an impressive 89% rate over a 7-year span for the 2014 cohort, I take immense pride in the entire CQSB team. Fantastic work, everyone!

Despite the lingering challenges posed by the pandemic and the prevailing labour shortage, the 2022-2023 school year saw a return to nearly normal settings. Most student activities were back to business – from leadership to basketball, public

speaking to football, to name a few.

Moreover, I'm pleased to report that our ongoing projects, including new schools and extensions in various regions, continued to progress smoothly. Public consultations held in 2022-2023 have confirmed our vision of how we should deliver educational services in the Québec City region. Thank you all for your valuable input.

Covering 35% of the province's total area and experiencing consistent enrolment growth, our English-language educational institutions play a crucial role in our small yet dynamic English communities. I extend gratitude to the families entrusting their children to us for a bilingual educational journey.

Thank you to all contributing to CQSB's success; the future of our school board looks exceedingly bright!

Respectfully,

Stephen Pigeon Director General

December 2023



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

The CQSB has a partnership with the Morrin Centre, an English cultural centre located in Québec City that serves the anglophone community through a rich offering of programs, events, and access to an English library. In April of 2023, their annual Imagination Writer's Festival hosted in-person events to celebrate writers and books. A part of this festival includes school visits in the Québec City region with children's and young adult authors. More than 540 students and teachers took part. Schools who welcomed authors into our schools include: Valcartier Elementary School, Ste-Foy Elementary School, Everest Elementary School, and Portneuf Elementary School. We also had one author, Katherine Battersby, attend our CQSB High School Performing Arts Festival, which was happening at the same time as the Morrin Centre event.

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



Orientation 1: Cultural Identity of the School Board

This orientation has been reconducted in Cycle 2 of CQSB's Commitment to Success Plan (2023 – 2027) and an Action Plan is currently being developed.

Orientation 2: Inclusive Education

All CQSB students but a handful were integrated in regular classrooms in 2022-2023. 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

The school board has been supporting the creation of nurturing support centres in several schools with assistance from the Educational Services professionals and the provincial Centre of Excellence for Behaviour Management. This project was extended to St. Patrick's High School during the 2022-2023 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 2022-23, St. Patrick's High School joined Dollard-des-Ormeaux and Riverside Regional High School in offering this approach to selected students and families. The feedback received still continues to be 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 organisation. We were able to partner up with ECO-02 to offer a unique experience to those students. Activities such as traveling to work, budgeting, planning meals were introduced in the curriculum.

Mental Health Initiatives

To support the inclusion of all students, several mental health initiatives have been taken place during the 2022-2023 school year. *Moozoom*, a social-emotional learning platform was introduced in our elementary schools. *Hors-Piste*, a prevention program for anxiety, was introduced in cycle 1 high school in 75% of our schools. *Blues*, a prevention program for students presenting depression symptoms, was tested with a group of students at Three Rivers Academy. All three initiatives were successful.

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 using online meetings and in-person meetings on school sites.

Online professional development opportunities were provided to all teachers (preschool, elementary and secondary) throughout the year on a range of school needs and best practices. Consultants also provided inpresence support to teachers if so required.



Preschool teachers were offered online sessions to support them with the implementation of the new Preschool Cycle Program.

The CQSB Learning for All Website created in 2020-2021 still served as the hub of information for teachers helping them find information about pertinent professional development opportunities that met both their pedagogical and socio-emotional needs. This site is also used as a way for the Instructional Services team to inform teachers of who they are and the kind of support they can provide.

Elementary Principals were invited to take part in a networking session on Preschool Transitions 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)

A new CLC was created at CQSB. *Shawinigan High School* has been selected to open a brand new CLC. Work was done with the Provincial Resource Team to build on the community links already made by the school. All CLCs worked with community partners to support wellness needs in their local school communities. For example, a *Community Garden* has grown at Holland Elementary school.

Surveys

The *Our School Survey* was completed by all schools during January and February of 2023. 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.

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.

Building on the success of the 2021-22 *Reconcili-ACTION* Book Study, Instructional Services once again received project funding from Measure 15061 (volet 2) to continue sensitizing our staff members to the needs and realities of Indigenous Peoples, as well as learning about and learning to value Indigenous Knowledge and Pedagogies. In total, 220 CQSB staff members, which included representatives from all 19 schools, participated in one of the *Reconcili-ACTION* initiatives. The 2022-23 initiatives included: online workshops - one with Jo Chrona, and another with David A. Robertson, Professional Book Study, and Literacy Labs, where participants had the opportunity to explore and co-construct classroom materials using authentic Indigenous resources.

Fourteen 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.

Twelve schools received funding from Jordan's Principle to support specific needs pertaining to their Indigenous /learners/ students.

The CQSB continues to have representation on the Provincial Table for the Success of Indigenous Youth and continues connecting with other partners in order to offer a better service to the community - Naskapi, Cree School Board, First Nation Education Council, etc.



Day on the Land - Induction Activity for Newly Hired Jimmy Sandy Memorial School Personnel



The professional development *Day on the Land* was initiated by the school principal to help new employees familiarize themselves with their new environment by building a scene of community between current staff members, elders, and members of the community. During this enriching cultural activity, Naskapi traditional ways of knowing and being were shared.

For this 5th edition, employees of our Board Office working in close collaboration with JSMS personnel were also invited to participate to this extraordinary bonding initiative.



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 ur	ıtil)	Tot al	Male ALL SECT	Female ORS	EHDAA PUBLIC	Regular Students	Attending school in disadvant aged area PUBLIC S	Other Areas	1 st Genera tion Immi grants ALL SI	Non- Immig rants
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
Si		Gap		10.1		34.1		8.9		3.8	
incial	Target 2022	Gap		6.1		25.0		6.5		3.0	
Prov	Target 2030	Gap		5.0		17.0		4.0		2.0	
	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	
Central Québec School Board	2011 (2017-18)	Success Rate	89.9	85.6	94.1	67.6	91.2	71.0	90.9	66.7	90.7
00		Gap		8.5		23.6		19.9		24.0	
c Scho	2012 (2018-19)	Success Rate	91.1	90.8	91.3	74.4	92.2	67.5	91.8	70.0	91.8
epe		Gap		0.5		17.8		24.3		21.8	
al Qué	2013 (2019-20)	Success Rate	94.2	95.8	92.4	82.1	94.2	84.2	94.2	77.8	94.7
ntra	2014	Gap		-3.4		12.1		10.0		16.9	
Cel	2014 (2020-21)	Success Rate	88.8	84.1	93.8	59.6	94.1	78.0	89.2	30.0	90.7
		Gap		9.7		34.5		11.2		60.7	
	2015 (2021-22)	Success Rate	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a
		Gap		n/a		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 – Diplomation et qualification par commission scolaire au secondaire)

The data for the 2015 Cohort had not been made available yet by the MEQ when this report was produced, therefore no data is displayed for the 2015 cohort concerning the gap between male and female students, the gap between *Élèves handicapés ou en difficulté d'adaptation* (EHDAA) 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.

It is to be mentioned that a handful of CQSB students are part of the 1st generation immigrants. For example, only 10 students represented the 1st generation immigrants for the 2014 cohort, which represented approximately 3 % of the school board student population considered for calculating this type of data.



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

ortrait tor)	Baseline Year 2016-2017	12.5
ည္က	Target 2022	11.4
Provincial I (Public se	Target 2030	10.0

	Baseline Year 2016-2017	14.3
70	2017-2018	11.6
Board	2018-2019	7.1
chool	2019-2020	11.0
bec S	2020-2021	12.5
I Qué	2021-2022	n/a
Central Québec School Board	2022-2023	n/a
O	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 2022-2023 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

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

	Baseline Year 2008 Cohort (2014-2015)	84.3	87.5
	2009 (2015-2016)	n/a	86.8
ard	2010 (2016-2017)	n/a	90.7
hool Bc	2011 (2017-2018)	n/a	89.9
Central Québec School Board	2012 (2018-2019)	n/a	91.1
tral Que	2013 (2019-2020)	n/a	94.2
Cent	2014 (2020-2021)	n/a	88.8
	2015 (2021-2022)	n/a	n/a
	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 data for the 2015 Cohort had not been made available yet by the MEQ when this report was produced, therefore no data is displayed.

Although a 5.4 % decrease is observed between the 2013 cohort (94.2 %) and the 2014 cohort (88.8 %) regarding the proportion of students under 20 obtaining a first diploma or qualification, CQSB is still meeting its 2022 target (88.0%). 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

ncial rait	Baseline Year 2016-2017	n/a
Provinci Portrai	Target 2030	n/a

	Baseline Year 2016-2017	90.9
	2017-2018	84.7
l Board	2018-2019	88.3
Schoo	2019-2020	n/a
Québec	2020-2021	n/a
Central Québec School Board	2021-2022*	-
Ō	2022-2023*	-
	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 and 2022-2023, the Ministry of Education has mandated Grade 6 examinations based on essential learnings, therefore the data is not comparable to previous years.

We observe a decrease in students' success rate in 2021-2022 and 2022-2023, post-Covid years. We think that the gap created by two years of alternating between online schooling/back-to-school learning has not been closed yet and that it will take several years to achieve this.

- **5.** Living Environment By 2030, ensure that all buildings belonging to the School Board are in good condition
 - Perform biannual evaluation visits to target work priorities and maintenance needs.
 - Plan maintenance needs schedule, repair or replace assets that are at the end of their life span. In some cases, perform a more complete overhaul in schools that have more deficiencies and, if needed, replace an obsolete asset by a new one.
 - Invest the allowed budgets in priorities where the needs are the clearest 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 by 2030.
- Monitor our student population growth and request additional space where needs are observed.
- Continue, as in the last years, to take actions for the years to come.

Achieving these objectives will require the complete overhaul or the replacement of our most obsolete establishments with new buildings that will meet current construction standards and criteria. We currently have two ongoing replacement projects and a request for another one.

Educational Services

The Educational Services Department of the Central Québec School Board has once again in 2022-23 ensured that school teams were supported in navigating a more "normal" academic year since 2019. June 2023 was highlighted by the Ministry of Education's second year of mandatory examinations, although accounting less for part of the students' final marks in weighting (e.g. 20% of the school year vs. the usual 50% in June 2019). Direct support to teachers in ensuring that students were taught the Learning Essentials which are aligned with Ministry mandated evaluations in these subjects needed for certification and graduation. The work on reducing the learning gaps accumulated in 2020, 2021 and part of 2022 was still at the forefront while, in parallel, exploring best practices in numeracy and literacy, moving forward.

- → Complementary Educational Services has put emphasis on the socio-emotional support to students, via school teams and partnerships with the *Ministère de la Santé et des Services sociaux*, and community partners. Support to schools was also given for school teams to review their Plans against bullying and violence to meet the changes required by the introduction of the National Student Ombudsman.
- → 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 worked on producing Cycle 2 of CQSB's Commitment-to-Success Plan for 2023-2027.

Instructional Services

Due to the post-pandemic situation and no mandated evaluations, essential learnings were prioritized, and the main objective was still to support schools with distance learning as well as providing pertinent information in a timely fashion, 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 Project, funded through Measure 15070, which involved a mix of new and returning teachers from both elementary and secondary.



- The Reconcili-ACTION PD Initiative, funded through Measure 15061 Volet 2, which involved over 220 CQSB staff members from all 19 schools (i.e., teachers, support staff, professionals, administrators).
- 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 17 of our 18 schools were represented.
- The beginning of teacher familiarization with an exploration of generative artificial intelligence tools, such as ChatGPT.
- 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.
- Providing elementary math teachers with professional development around developing
 Competency 1: Solves Situational Problems.
- Annual CQSB Performing Arts Festival (18^h yr.) attended by 14 of our 18 schools, with over 1200
 - students performing, participating in one or more workshops (10 offered) given by professional artists. The workshops and shows took place at Palais Montcalm.
- Indigenous Student Support Report deposited to guide PD & personnel sensitivity moving forward.
- 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
 - modules, resources related to high impact teaching strategies, upcoming professional development opportunities and other pertinent resources.
- ⇒ 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 the 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 October 2022 and one in May 2023. The themes covered centred around mental health, changes to the identification of students, addictions, and wellness. The feedback received was positive.

In the fall of 2022, 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. We have been able to attract professionals at the board level. This may lead to a change in the delivery of services.

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) with a new cohort from October 10, 2023 to June 30, 2025, Pharmacy Technical Assistance for which the School Board is hoping to get a renewal of their provisional authorization in the Spring of 2024.

The Learning centre was also part of a province-wide initiative to offer an accelerated PAB (*Préposé aux bénéficiaires*) 375-hour certification program in the health sector. This training will be offered to one cohort from October 16, 2023 to January 31, 2024.







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 2022-2023 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.

17 Vocational Training students completed their study project in 2022-2023.

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



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.

	Incidents of Violence or Bullying					
School	Less than 10	Between 11 and 25	Between 26 and 50	Between 51 and 100		
A.S. Johnson Memorial / St. Patrick Elementary	$\sqrt{}$					
Dollard-des-Ormeaux		$\sqrt{}$				
Eastern Québec Learning Centre	$\sqrt{}$					
Everest Elementary		$\sqrt{}$				
Holland Elementary	$\sqrt{}$					
Jimmy Sandy Memorial School			$\sqrt{}$			
La Tuque High School	$\sqrt{}$					
MacLean Memorial	$\sqrt{}$					
Mauricie English Elementary		$\sqrt{}$				
Portneuf Elementary	$\sqrt{}$					
Quebec High School			$\sqrt{}$			
Riverside Regional Elementary School				$\sqrt{}$		
Riverside Regional High School	$\sqrt{}$					
Shawinigan High School	$\sqrt{}$					
St. Patrick's High School		$\sqrt{}$				
St. Vincent		$\sqrt{}$				
Ste-Foy Elementary		$\sqrt{}$				
Three Rivers Academy		$\sqrt{}$				
Valcartier Elementary	$\sqrt{}$					

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				
2022-2023	490.5				



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, 2023	
REVENUES	\$
MEQ Grants - Operating	91,004,990
Investment Grant	15,506,986
Grants - Other Sources	441,480
School Taxes	3,017,696
School Fees	652,755
Revenues From Sale of Goods and Services	4,232,767
Other Revenues	2,350,186
Amortization of Deferred Investment Grant	10,302,823
TOTAL REVENUES	127,509,683
EXPENDITURES	
Teaching Activities	39,514,249
Teaching Support Activities	28,331,699
Complementary Activities	12,301,976
Administrative Activities	6,981,982
Building-related Activities	11,518,847
Related Activities	5,594,202
Expenses Related to the Variation of the Employee Benefits Allowance	139,113
Gain on disposal of fixed assets	(12,140)
TOTAL EXPENDITURES	104,369,928
SURPLUS FOR THE YEAR	23,139,755



Balance Sheet As of June 30, 2023

FINANCIAL ASSETS	\$
Cash and Cash Equivalents	6,252,769
Operating Grants Receivable	5,669,554
Investment Grants Receivable	124,447,042
School Taxes Receivable	509,447
Accounts Receivable	3,134,146
Inventories	12,915
TOTAL FINANCIAL ASSETS	140,025,873
LIABILITIES	
Short-term Loan	42,833,304
Accounts Payable and Accrued Liabilities	13,920,683
Deferred Investment Grant	110,780,952
Prepaid Revenues	1,022,818
Allowance for Employee Benefits	4,231,623
Long-term Debts Subject to a Promised Grant	46,214,661
Other Liabilities	23,993,452
Total Liabilities	242,997,493
NET DEBT	-102,971,620
NON-FINANCIAL ASSETS	
Fixed Assets	121,618,870
Prepaid Expenses	821,305
TOTAL NON-FINANCIAL ASSETS	122,440,175
ACCUMULATED SURPLUS	19,468,555



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 2022 to March 2023							
Staff	Hours Worked	Overtime	Total Paid Hours	# of Employees			
1. Management	88 085,92	0,00	88 085,92	61			
2. Professionals	99 820,78	55,00	99 875,78	92			
3. Nurses	0	0	0	0			
4. Teachers	675 474,78	3 560,01	679 034,79	1 060			
5. Support and Related Occupations	446 738,17	710,79	447 448,96	879			
6. Police Officers	0	0	0	0			
7. Maintenance	35 678,98	455,84	36 134,82	89			
8. Students and Trainees	0	0	0	0			
TOTAL	1 345 798,62	4 781,64	1 350 580,26	2 181			

For the period of April 1, 2022, to March 31, 2023, the Ministry has not updated the objective of 2021-2022 which was 1 239 469,04 hours paid.









The recruitment advertising campaign launched in 2021-22 continued in 2022-23. Actual CQSB students.



Report From the Parents' Committee

The Parents' Committee (PC) would like to thank all members of the teaching, professional, administrative and support staff for their dedication to CQSB students. Together we make CQSB one of the top School Boards in the province.

Thank you to all the members of the 2022-2023 Parents' Committee for their participation and dedication. Your time and commitment to this committee as well as to your respective schools' Governing Board is precious and very appreciated. Thank you for your healthy and respectful discussions.

Debbie Cornforth Chairperson



Reports From the Student Ombudsmen

This is the twelfth 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.

In response to the new *Act respecting the National Student Ombudsman* that was enacted and came into force August 28, 2023, I was appointed as a regional Ombudsperson. Consequently, I had no choice but to terminate my duties as a student Ombudsperson for CQSB as soon as the nomination was officially published. Therefore, this report shall cover the school year up until my nomination as a regional Ombudsperson on May 22, 2023.

The Student Ombudsman received 4 specific complaints; 3 were related to youth and educational services and one related to transportation. There were no requests or complaints regarding youth and adult and vocational educational services.

Youth and educational services:

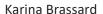
One of the requests for review related to a dissatisfaction in services received and was resolved at the school level with the parent. A second one was referred to and resolved through consultation with the staff responsible of the school programs. The third was an official complaint letter in relation to the suspension of a student. This complaint was already under review by the School Board. The School Board took proper care of offering a plan for the student to reintegrate the school.

Therefore, the complaints in regards with educational services were all resolved at the previous levels of the complaint process and therefore did not require further examination from the Ombudsperson.

Transportation services:

Ombudsman received 1 complaint relating to transportation issues that required a re-examination of the previous evaluation regarding the routing and drop-off/pick up stop.

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





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In response to the new *Act respecting the National Student Ombudsman* that was enacted and came into force August 28, 2023, the previous student Ombudsman, Karina Brassard, was appointed as a regional Ombudsman, and therefore had to step down from her position at Central Québec School Board. I was appointed as CQSB's Student Ombudsman in May 2023, taking over for the end of the 2022–2023's school year.

During the last months of the 2022–2023 school year, the Student Ombudsman received no complaints from parents.

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 centres are spread 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 ELEMENTARY & SECONDARY 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)

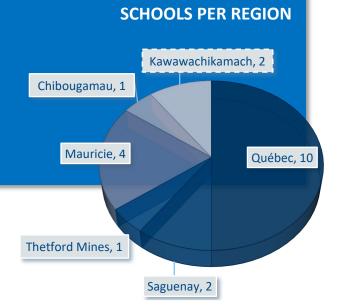
Shawinigan High School (Mauricie)

ADULT AND VOCATIONAL EDUCATION CENTRES

Eastern Québec Learning Centre (Québec City)

James Chescappio Learning Centre* (Kawawachikamach)

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



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)

35 MRCs (Municipalité régionale de comté)

Over 370 Municipalities

6 Cities with MRC Responsibilities

18 French School Service Centres

2 Regional Administrations

