



COMMISSION SCOLAIRE CENTRAL QUÉBEC
CENTRAL QUÉBEC SCHOOL BOARD

Central Québec School Board

COMMITMENT TO SUCCESS PLAN

2018-2023



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1. THE COMMITMENT TO SUCCESS PLAN

Central Québec School Board presents its first Commitment to Success Plan. Through this document, the Board will share with the community its vision of educational success moving into the future. In harmony with the Minister's Strategic Plan 2017-2022 as well as its Policy of Educational Success, Central Québec School Board believes that success means more than obtaining a diploma. Central Québec School Board defines success as the achievement of one's full potential in every aspect of life, regardless of one's background, environment or characteristics. Central Québec's commitment to its early childhood programs demonstrates our belief that educational success begins at a very early age, before children enter kindergarten, and that it continues throughout life. Building on the proven success in our youth sector, Central Québec will continue to innovate to bring new opportunities for its adult and vocational education students. The Board will continue to enlist partnerships with organizations within its vast territory, whether within the Community Learning Center network, or within less formal structures, to play a key role in achieving educational success for all. Members of the community must work together to make their expertise available to children and students, regardless of age. Our mission, vision and values honour our beliefs.

The Commitment to Success Plan will demonstrate how the Central Quebec School Board will address the Minister's Objectives dealing with Graduation and Qualification; Equity; Prevention; Language Proficiency; Educational Path and Living Environment as well as outlining challenges to educational success particular to Central Québec with corresponding objectives, indicators and targets to ensure learning at high levels for all.



2. LEGAL REFERENCES AND REGULATIONS:

The Commitment to Success Plan between the Minister of Education and the School Board is conceived and written within the framework of the Education Act and amendments to that Act by Bill 105-An Act to Amend the Education Act.

Bill 105

AN ACT TO AMEND THE EDUCATION ACT

THE PARLIAMENT OF QUÉBEC ENACTS AS FOLLOWS:

EDUCATION ACT

1. Section 36 of the Education Act (chapter I-13.3) is amended by striking out “implemented by means of a success plan” in the third paragraph.

2. Sections 36.1 to 37.1 of the Act are replaced by the following sections:

- “37. The school’s educational project, which may be updated if necessary, shall contain
- (1) the context in which the school acts and the main challenges it faces, particularly with respect to academic success;
 - (2) the specific policies of the school and the objectives selected for improving student success;
 - (3) the targets for the period covered by the educational project;
 - (4) the measures selected to achieve the objectives and targets;
 - (5) the indicators to be used to measure achievement of those objectives and targets; and
 - (6) the intervals at which the educational project is to be evaluated, determined in collaboration with the school board.

The policies and objectives required under subparagraph 2 of the first paragraph shall be designed to ensure that the Québec education policy framework defined by law, the basic school regulation and the programs of studies established by the Minister is implemented, adapted and enriched. They must also be consistent with the school board’s commitment-to-success plan. The educational project must respect students’, parents’ and school staff’s freedom of conscience and of religion.

37.1. The period covered by the educational project must be harmonized with the period covered by the school board’s commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.”

3. Section 74 of the Act is amended

- (1) by replacing “strategic plan” in the first paragraph by “commitment-to-success plan” and by replacing “adopt, oversee the implementation of and periodically evaluate the school’s educational project” in that paragraph by “adopt the school’s educational project, oversee the project’s implementation and evaluate the project at the intervals specified in it”;
- (2) by replacing the second and third paragraphs by the following paragraph: “Each of these stages shall be carried out through concerted action between the various participants having an interest in the school and in student success. To that end, the governing board shall encourage the collaboration of students, parents, teachers, other school staff members, and community and school board representatives.”

4. Section 75 of the Act is replaced by the following section:

“75. The governing board shall send the school’s educational project to the school board and make it public on the expiry of at least 60 days after sending it. It shall also make public the evaluation of the school’s educational project. The educational project and any evaluation of it shall be communicated to the parents and the school staff. The educational project comes into force on the date of its publication.”

5. Section 77 of the Act is amended by replacing “The plans, rules and measures provided for in sections 75 to 76” in the first paragraph by “The plan, rules and measures provided for in sections 75.1 to 76”.

6. Section 209.1 and 209.2 of the Act is replaced by the following:

Sections 209.1.

For the exercise of its functions and powers, every school board shall establish a commitment-to-success plan that is consistent with the strategic directions and objectives of the department’s strategic plan. The commitment-to-success plan must also meet any expectations communicated under section 459.3.

In addition, the period covered by the plan must be harmonized with the period covered by the department’s strategic plan in accordance with any terms prescribed under the first paragraph of section 459. 3.

This plan, which the school board may update if necessary, must contain

- (1) the context in which the school board acts, particularly the needs of its schools and centres, the main challenges it faces, and the characteristics and expectations of the community it serves;
- (2) the directions and objectives selected;
- (3) the targets for the period covered by the plan;
- (4) the indicators, particularly Québec-wide indicators, to be used to measure achievement of those objectives and targets;
- (5) a service statement setting out its objectives with regard to the level and quality of the services it provides; and
- (6) any other element determined by the Minister.

In preparing its commitment-to-success plan, the school board shall consult, in particular, the parents’ committee, the advisory committee on services for handicapped students and students with social maladjustments or learning disabilities, the advisory committee on management, the governing boards, the teachers and other staff members, and the students. The parents’ committee and advisory committee on management may, among other things, make recommendations on what should be included in the school board’s commitment-to-success plan. The school board shall send its commitment-to-success plan to the Minister and make it public on the expiry of 60 to 90 days after sending it or of another period if the school board and the Minister so agree. The commitment-to-success plan takes effect on the date of its publication. The school board shall present the content of its commitment-to-success plan to the public at the meeting following the effective date of the plan. Public notice specifying the date, time and place of the meeting must be given not less than 10 days before it is held.

209.2 The school board shall ensure that the policies and objectives set out in the educational projects of its educational institutions are consistent with its commitment-to-success plan, and that any terms prescribed by the Minister under the first paragraph of section 459.3 are complied with. For those purposes, the school board may, after receiving an institution’s educational project, require it, within the period prescribed by section 75 or 109.1, as applicable, to defer publication of the educational project or to amend it.”

Sections 459.2, 459.3 and 459.4 of the Act are replaced by the following:

459.2 The Minister may determine, for all school boards or based on the situation of one or certain school boards, policy directions, objectives or targets they must take into account in preparing their commitment-to-success plans.

459.3 The Minister may, for any school board, prescribe terms governing the coordination of the entire strategic planning process between the educational institutions, the school board and the department.

The Minister may also, after receiving a school board's commitment-to-success plan, require the school board, within the period prescribed by section 209.1, to defer publication of the plan or to amend it to harmonize the period covered by the plan with that covered by the department's strategic plan in accordance with any terms prescribed under the first paragraph. The Minister may also impose such a requirement to ensure that the plan is consistent with the strategic directions and objectives of the department's strategic plan or that it meets the expectations communicated under Section 459.2.

459.4 The Minister shall evaluate the results obtained under each school board's commitment-to-success plan, at intervals determined by the Minister, and send the evaluation to the school board concerned.

The Minister and the school board shall agree on any corrective measures to be put in place to ensure that the policy directions, objectives or targets set out in the commitment-to-success plan are achieved.

If, despite the corrective measures, the Minister considers it unlikely that the school board will be able to achieve those policy directions, objectives or targets, the Minister may prescribe any additional measure to be put in place by the school board within a specified period.

3. GROUPS THAT COLLABORATED ON THE ELABORATION OF THE COMMITMENT TO SUCCESS PLAN

The Policy on Educational Success calls on School Boards to mobilize all of the members of its community to ensure educational success for its students. For the Central Québec School Board collaboration is part of our culture. There is a board-wide strategy to use the framework of Professional Learning Communities to foster collaboration among the community.

The following groups were consulted at various stages during the conception of the Commitment to Success Plan:

- Commissioners
- Parents
- Professionals: In-School and Board-Based
- Teachers
- Principals and Vice-Principals
- Board Management
- Students



4. CONSULTATIONS UNDERTAKEN DURING THE ELABORATION OF THE COMMITMENT TO SUCCESS PLAN

The following consultations were held in the creation of the current Commitment to Success Plan (CSP):

Executive Committee	February 6, 2018
Parents' Committee	February 8, 2018
Special Needs Advisory Committee	February 19, 2018
Student Advisory Committee	February 22, 2018
Management Advisory Committee	February 27, 2018
Teachers Professionals 03-12 Region	March 26, 2018
Teachers Professionals 14 Region	April 4, 2018-Cancelled due to weather
Teachers Professionals 10-02 Region	April 6, 2018
CSP Draft Document presented to AC	April 17, 2018 & April 24, 2018
CSP Draft Document presented to Exec. Ctee.	May 1, 2018
CSP deposited at the Council of Commissioners	May 16, 2018
Consultation with Stakeholders & Minister	May 17-June 18, 2018
Adopted by the Council of Commissioners	June 20, 2018



5. CENTRAL QUÉBEC SCHOOL BOARD-PORTRAIT AND ANALYSIS

“LEARNING FOR ALL”

OUR MISSION

The mission of the Central Québec School Board is to support vibrant learning communities in its schools and centres that empower all students to receive the best possible education, to foster their social development and to prepare them to achieve their fullest potential and become contributing members of our ever-changing society.

OUR BELIEFS

At the Central Québec School Board (CQSB) 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;
- Students must always be placed as *the* priority

OUR VALUES

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

OUR VISION

LEARNING FOR ALL

DEMOGRAPHICS

The Central Québec School Board (CQSB) has served the English-speaking community in the geographic center of the province of Québec under various names, since 1867. Central Québec School Board in its present constituency was established on July 1, 1998 as a result of the creation of linguistic school boards. This merger brought together schools previously under the jurisdiction of eight different school boards. (See Figure 1.) A number of these schools are located in outlying communities. Three of the schools serve a military population and, as a result, have a highly transient population. Over ninety percent of our students are Francophone and as a result begin their career as English second-language learners. All Central Québec schools are regional schools not “*des écoles de quartier*”. As a result, students are required to travel great distances in order to attend school. In some cases students may travel in excess of 100 kilometres per day, spending more than an hour in each direction in order to attend an English school.

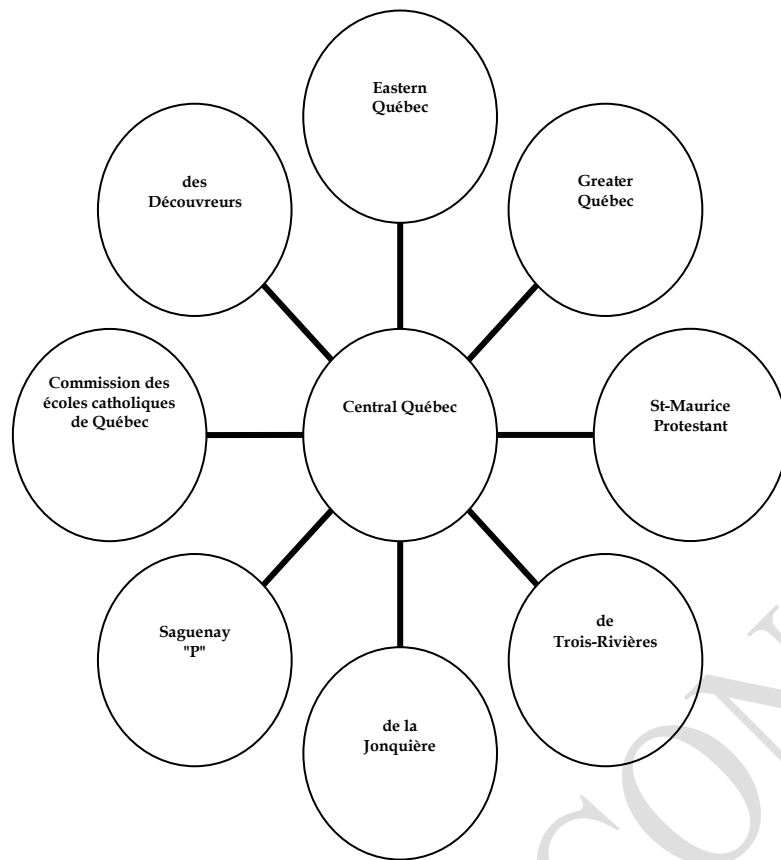


Figure 1: School Boards Involved in the Creation of Central Québec School Board (CQSB)

The Board is responsible for (18) eighteen schools and (2) two Adult and Vocational Education Centres. Through an agreement among the various levels of government, the Board also assumes responsibility for Jimmy Sandy Memorial School as well as the James Chescappio Memorial Learning Centre located in the village of Kawawachikamach near Schefferville. Both of these institutions have a student body comprised of Naskapi and Montagnais.

TABLE 1 indicates that CQSB has (4) four Secondary schools, (8) eight Elementary schools and (6) six schools that offer instruction from Kindergarten to Secondary V. The population of our Secondary schools ranges from approximately 75 to 600 students. The largest Elementary school serves more than 500 students and the smallest serves approximately 60 students. Despite what has been a gradual decline in the student population over the years, Central Québec School Board has maintained a high level of services to all schools and centres.

TABLE 2 presents long-term population projections. The population of students will be relatively stable from 2017 onwards with a trend toward slightly-increased enrolment. However, in order to maintain its services and programs in its schools located outside of the metropolitan area of Québec, efforts will need to be made to recruit more of the elementary students enrolled in our schools to continue their secondary studies at CQSB.

TABLE 1: CQSB SCHOOLS AND ENROLMENT FIGURES YOUTH SECTOR (*)

ELEMENTARY	2015-16	2016-17	2017-18	2018-19*	2019-20*
DOLLARD-DES-ORMEAUX	362	449	488	470	488
EVEREST	252	320	316	339	330
HOLLAND	237	276	279	280	291
LA TUQUE	78	104	101	109	105
MACLEAN MEMORIAL	108	150	159	152	141
MAURICIE ENGLISH ELEM.	229	264	286	272	276
PORTNEUF	97	117	120	135	140
RIVERSIDE	261	289	330	306	301
SHAWINIGAN	101	134	142	151	139
STE-FOY	146	176	175	191	185
ST. PATRICK (T.M.)	124	149	151	167	179
ST. VINCENT	390	471	460	482	485
VALCARTIER	54	72	73	73	75
Total:	2,439	2,971	3,080	3,127	3,135
Jimmy Sandy Memorial School	175	180	134	118	n/d
*Projected					
SECONDARY	2015-16	2016-17	2017-18	2018-19*	2019-20*
A.S.JOHNSON	89	90	91	97	93
DOLLARD-DES-ORMEAUX	122	123	145	142	160
LA TUQUE	49	54	62	56	64
MACLEAN MEMORIAL	78	73	84	84	98
QUÉBEC HIGH	389	379	363	422	425
RIVERSIDE REGIONAL	119	112	109	123	126
SHAWINIGAN	59	60	66	59	61
ST. PATRICK (Q.C.)	514	536	566	521	521
THREE RIVERS ACADEMY	109	111	115	111	110
Total:	1,528	1,538	1,601	1,615	1,658
*Projected					
Jimmy Sandy Memorial School	77	77	79	60	n/d
(*) Based on September 30 th of current year					

Data Source for TABLE 1: CQSB Internal Statistics as well as Prévision de l'effectif scolaire, : 9 juin 2017 ; Direction de la recherche, des statistiques et de l'information, MEES

TABLE 2: CURRENT AND PROJECTED ENROLMENT GLOBAL -YOUTH SECTOR

Level	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
K	508	455	477	474	470	473	463	449	458
Elementary	2,439	2,516	2,603	2,653	2,665	2,731	2,759	2,700	2,698
Secondary	1,528	1,538	1,601	1,615	1,658	1,697	1,376	1,830	1,897
TOTAL	4,475	4,509	4,652	4,742	4,793	4,901	4,958	4,979	5,053

Data Source for TABLE 2: CQSB Internal Statistics as well as Prévisions de l'effectif scolaire: 9 juin 2017 ; Direction de la recherche, des statistiques et de l'information, MEES

TABLE 3: CURRENT ENROLMENT-ADULT GENERAL EDUCATION

GENERAL EDUCATION - EQLC									
Number of registered students		Complete profile <i>Critère de réussite satisfait</i>		ETP		Diplomas D.E.S.		Registration / ETP expected 2017-2018	
2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2017-11-22	
202	176	19	27	47	46.3	10	8	185/48	133 so far / 15 so far

Data Source for TABLE 3: CQSB Internal Statistics

Registration at the Eastern Québec Learning Centre for Adult General Education has remained relatively constant over the last few years. What has changed is the profile of the student. The majority of our students in General Education are immigrants to Québec who prefer to study in English to increase their opportunities for employment. In addition to this, the number of students aged 16 to 19 years of age has greatly diminished.

TABLE 4: CURRENT ENROLMENT-VOCATIONAL EDUCATION

Vocational Education - EQLC										
	Number of Registered Students		Quit / Never Came		ETP		Diplomas D.E.P.		Registration / ETP Expected 2017-2018	
	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	2017-11-22	
AEP (enveloppe dédiée)	-	17	-	6	-	5.15	-	9	1	18-19
ST Business	40	31	7	4	8.27	8	13	20	17/6.2	11 so far / 4 so far
Hotel ATE	10	19	3	7	4.3	10.34	6	12	8/6.5	+1 RAC
HAN	56/33	47/17	9	13	27.78	24.44	19	10	27/22	DEP 1 + 2 with all add-ons for internships only
HAN-Mise à niveau OIIAQ	-	1	-	-	-	0.55	-	1	1	So far
Pharmacy	n/a	n/a	n/s	n/a	n/a	n/a	n/a	n/s	10/7	As plan
Total					40.35	48.48			42.7	

Data Source for TABLE 4: CQSB Internal Statistics

Vocational Training opportunities have included the following professional programs: Hotel Reception, Assistance in Health Care Facilities, Health, Assistance and Nursing (HAN), Secretarial Studies, and Starting a Business.

For the 2017-2018 school year, there was an addition to the Learning Centre's current Health Sector Programs with the Pharmacy Technical Assistance program. The program will be offered in partnership with the Lester B. Pearson School Board. The Learning Centre has received funding from the McGill Project Initiative to support this effort. The Jeffery Hale Foundation has also offered a generous grant to help fund material purchases necessary to set up the project. The Eastern Québec Learning Centre is strategically targeting the Health-Care Training market in English for the Capitale-Nationale region.



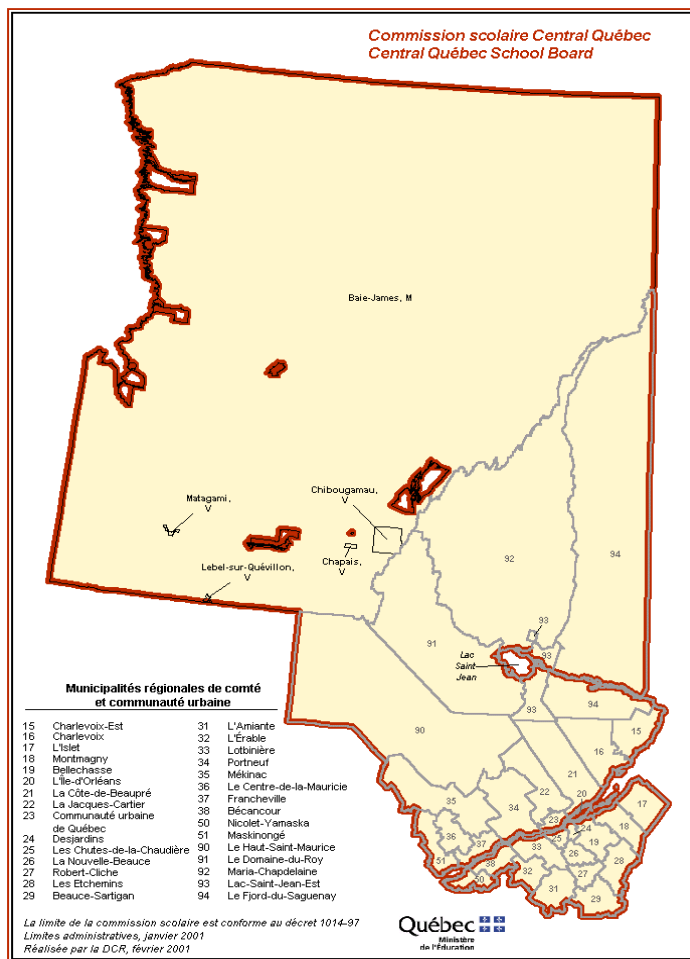


Figure 2- Map of the territory of the Central Québec School Board.

Central Québec School Board has the distinction of being the English Board with the largest territory in the province of Québec - 515,000 km² - or 35 % of the province's territory. This brings a unique set of challenges. Our schools are spread out over geographically-isolated communities with widely varying demographics. Ensuring an equitable educational experience for everyone is the belief at Central Québec School Board, and ensuring delivery on this commitment can be costly.

The population in all regions of our territory has increased according to the 2016 census. The growth rate varies from a low of 0.5 % in the Saguenay Lac-St. Jean area to a high of 13.3 % in the Centre of Quebec. Even though the population is increasing the figures also show a decline in the population of 0 to 14 yr-olds. The variation in this key demographic is generally -3.5 % meaning that there are fewer potential students for our schools, especially in the regions. The key to maintaining a critical mass of students will be to promote our schools to those families with eligibility under the Charter of the French language. The use of the grandfather clause to gain access to English schools will become vital as the statistics on the number of Anglophones and those whose mother tongue is English underscores the fact that we are solidly in a minority-language situation.

TABLE 5: Demographic Regional Data for Central Québec School Board; Source Statistics Canada. Census of Canada 2016

	02 Saguenay Lac-St-Jean	03 Capitale- Nationale	04 Mauricie	10 Northern Quebec	12 Chaudière- Appalaches	17 Centre of Quebec	Province of Quebec
Territory (land only) in km ²	95,761	18,643	35,443	707,164	15,074	6,921	1,300,859
Density: Inhabitants/km ²	2.9	38.8	7.4	0.10	27.9	35.2	6.0
Population in 2016	276,368	729,997	266,112	44,561	420,082	242,399	8,164,361
Growth Rate (1996-2016)	0.5%	4.2%	1.0%	4.7%	2.2 %	3.5%	3.3%
0-14 in 2016	15.4% 42,590	15.0% 109,630	14.6% 36,845	27.5% 12,270	16.7% 70,255	16.6% 40,255	16.3% 1,333,260
Variation 0-14: 1996-2016	-5.0%	+1.9%	+3.1%	+3.1%	-3.7%	-3.6%	-2.9%
Lone-parent Families	10,750 13.3 %	29,125 14.4%	12,420 16.7 %	3,020 26.2%	16,020 13.2%	10,120 17.4%	379,460 16.8 %
Population: English Mother Tongue	0.6% (1,710)	1.4% (10,250)	1.0% (2,605)	4.6% (2,060)	0.82% (3,400)	1.0% (2,275)	7.5% (601,155)
Anglophone Population* * First official language spoken	0.7% (1,800)	2.1% (11,865)	1.3% (2,840)	43.6% (19,360)	0.86% (3,565)	1.0% (2,385)	11.95% (964,120)
Bilingualism* *Knowledge of both official languages	18.9% 51,700	37.9% 272,700	25.8% 67,560	25.1% 11,130	25.8% 106,955	24.9% 59,435	44.5% 3,586,410
Language most often spoken at home- ENGLISH	0.43% 1,175	1.1% 7,895	0.65% 1,700	8.2% 3,640	5.0% 2,090	0.6% 1,395	9.7% 782,185
Non-Official Languages	440	605	3,600	26,835	15	10	45,570
Aboriginal	0.16%	0.08%	1.4%	60.8%	0.004%	0.004%	0.56%
Immigrants	1.1%	6.3%	2.5%	1.2%	1.8%	2.4%	13.7%
Illiteracy* 1995	17.3%	14.8%	19.8%	25.1%	21.7%	22.0%	20.6%
University Graduates Bachelors Deg. And Higher	14.3%	33.7%	19.8%	12.4%	18.2%	11.9%	27.4%
Unemployment Rate 2017 4 th Quarter	6.0%	4.3%	5.2%	13%	2.4%	4.5%	5.5%
Median Income of Households in \$ 2015	\$58,078	\$62,789	\$49,496	\$82,065	\$61,635	\$52,923	\$59,822
Median Total Income of One -Person Households in \$ 2015	\$28,564	\$34,783	\$25,237	\$43,056	\$32,207	\$27,460	\$31,574

SOCIO-ECONOMIC FACTORS

Three CQSB schools are situated in low socio-economic areas and as a result benefit from additional funding measures through the Budgetary Rules. These funding programs are:

15011-AGIR AUTREMENT (NANS-NEW APPROACHES, NEW SOLUTIONS)

15014-ÉTUDES DIRIGÉES

15015-RÉUSSITE EN LECTURE ET EN ÉCRITURE

To be eligible for this funding, schools must have a decile ranking ISME of 8 or above. These schools receive additional funding to finance educational activities designed to build sustainable changes in classroom practices leading to increased student engagement and success.

CQSB SCHOOLS FOR SPECIAL FUNDING

- La Tuque High School in La Tuque
- MacLean Memorial School in Chibougamau
- Shawinigan High School in Shawinigan

The Minister of Education has cited the principle of equity as one of the major themes in its Strategic Plan. Going forward toward 2030, the Central Québec School Board will work with the three schools in question to identify areas of concern, and support school teams to build high-leverage practices to ensure that the students achieve their full potential.

Note: Even though three schools are found in regions considered to be disadvantaged, it must be noted that children coming from poverty are found in all of the CQSB schools, even those situated in more affluent neighbourhoods.



TABLE SIX: Indices de défavorisation 2016-2017. Source : MELS, SPRS, DSID, compilation spéciale des données du recensement canadien de 2006 (production avril 2017)

Indices de défavorisation - 2016-2017

881000 Commission scolaire Central Québec
Écoles primaires

Code de l'école	Nom de l'école	Indice du seuil de faible revenu	Rang décile (SFR)	Indice de milieu socio-économique	Rang décile (IMSE)	Nombre d'élèves (30/09/2016)
881001	École Saint-Vincent	9,59	4	5,54	2	403
881003	École Dollard-des-Ormeaux	5,60	1	9,28	5	371
881004	École primaire Holland	12,75	6	6,50	3	242
881006	École primaire Sainte-Foy	7,80	2	2,61	1	160
881008	École primaire de Valcartier	0,71	1	6,18	2	55
881009	École primaire de Portneuf	6,95	2	9,18	5	97
881010	École primaire Saint-Patrick	11,39	5	11,70	6	130
881011	École primaire de l'Everest	13,48	6	6,92	3	272
881014	École primaire anglophone de la Mauricie	17,50	7	12,36	6	222
881016	École secondaire de Shawinigan	19,42	8	15,11	8	113
881017	École secondaire de La Tuque	13,39	6	22,31	10	82
881019	École régionale Riverside	11,06	4	8,65	4	244
881021	École MacLean Memorial	4,90	1	23,28	10	123

881000 Commission scolaire Central Québec
Écoles secondaires

Code de l'école	Nom de l'école	Indice du seuil de faible revenu	Rang décile (SFR)	Indice de milieu socio-économique	Rang décile (IMSE)	Nombre d'élèves (30/09/2016)
881002	École secondaire Québec High School	10,37	3	5,94	1	379
881003	École Dollard-des-Ormeaux	4,09	1	9,33	4	123
881005	École secondaire Saint-Patrick	11,27	4	6,05	1	536
881007	École secondaire A.S. Johnson Memorial	11,51	4	11,13	5	90
881015	Académie de Trois-Rivières	20,01	8	13,05	6	110
881016	École secondaire de Shawinigan	21,38	8	17,98	9	60
881017	École secondaire de La Tuque	14,17	6	19,48	9	54
881019	École régionale Riverside	12,29	5	9,97	4	112
881021	École MacLean Memorial	5,62	1	18,64	9	73

Source : MEES, GIR, DGSEG, DIS, compilation spéciale des données du recensement canadien de 2006 (production avril 2017).

Note : Les écoles sont classées sur une échelle allant de 1 à 10, le rang 1 étant considéré comme le moins défavorisé et le rang 10 comme le plus défavorisé.
Les écoles institutionnelles avec entente MEES-MSSS ne sont pas diffusées, de même que les écoles avec moins de 30 élèves présents au 30 septembre.
Il n'y a pas d'indices de défavorisation pour les commissions scolaires à statut particulier (Littoral, crie, Kativik), de même que pour les établissements d'enseignement privés et les écoles gouvernementales.

CHARACTERISTICS OF THE TEACHING STAFF

In 2017-2018 there were 387 ETP (Equivalent Full-Time) teaching positions at the Central Québec School Board. Included in this number are 9 positions for the Adult and Vocational Education Sector. In the Youth Sector this means a pupil teacher ratio of 15.57 at the elementary level and 14.27 at the secondary level.

There are 176 teachers who are 53 years of age and older: Of these, 81 are E1 Status (Regular Full-Time Tenure Track) and 95 comprise all other status categories. This indicates that 45.5% of the teaching staff are nearing retirement age. The majority of teachers are working in their field of expertise, however, due to the small size of most of the schools, teachers may be assigned to teach in more than one field.

There are 94 teachers who are classified as New Teachers (less than 5 years' experience). Of these 25 are E1 Status and 69 comprise all other status categories. This indicates that 24.3% of the teaching staff are beginning their teaching career. Research indicates that this category of teacher is at a higher risk of leaving the profession. The Central Québec School Board offers new teachers support through an Induction Program in order to provide new teachers the support needed in these early years.

During the consultation process teachers and administrators expressed concerns over staffing. As a Board with such a vast territory, it is difficult to attract qualified, English-speaking teachers and other personnel such as special education technicians, daycare technicians, student supervisors, attendants for handicapped students, psychologists, speech therapists and psycho-educators.

There is currently a shortage of qualified substitute-teaching personnel.

LEADERSHIP SUCCESSION

One of the concerns also expressed by school administrators during the consultation process was the question of future succession for leadership both in the schools and at the administrative offices. Of the 24 senior management positions at the Central Québec School Board, there is a potential for up to 7 retirements over the next three years. This represents slightly less than 30%. In order to alleviate the impact of the loss of experience and knowledge of the organization, strategies will need to be put in place to have a plan of succession.



STUDENTS WITH SPECIAL NEEDS

The Central Québec School Board has seen a rise in the number of students with special needs over the last five years. Not only has there been an increase in this population, the complexity of the students' needs has also become more challenging with a notable increase in the early years of schooling (Kindergarten and Cycle 1-elementary). The Central Québec School Board has a philosophy of inclusive learning. Therefore, the data shows 100% integration at the elementary level. At the secondary level, students who are registered in the various Pathways such as WOTP are considered to be in separate classes. Additional resources are required to ensure that all our students meet with success. These resources also include professional development for in-school staff in order for them to be better able to work with the diverse range of learners' abilities.

TABLE 7: NUMBER OF STUDENTS WITH SPECIAL NEEDS
Officially registered at CQSB – Elementary & Secondary
 (Source; Numbers extracted from GPI)

CODES	2015-2016		2016-2017		2017-2018	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Identification 01	118	155	133	133	61	127
Identification 02	92	130	98	100	66	109
Identification 11	29	18	28	16	18	11
Identification 12	18	2	22	2	22	5
MEES Codes 14-99	82	64	66	55	97	86
TOTAL	600/4,452		653/4,511		602/4,681	
(percentage)	13.48%		14.5 %		12.9 %	
Rate of Integration	100%	96.0%	100%	95.2%	n/d	n/d
Boys	100%	96.0%	100%	93.2%	n/d	n/d
Girls	100%	95.9%	100%	98.5%	n/d	n/d

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

ACT EARLY

EARLY CHILDHOOD EDUCATION

An Early Childhood Learning Committee has been overseeing early childhood education at CQSB since 2009 by offering a two-day Symposium to provide professional development and networking opportunities to Daycare Technicians, Early Childhood Educators and Kindergarten Teachers. In the last few years, invitations have been extended to include Cycle 1, year 1 teachers, Resource Teachers and In-school Professionals. The focus remains constant – the importance of learning through play with respect to developmental milestones and Ministry programs.

Four-year old Kindergarten

The four-year old Kindergarten Program provides children and their parents in low socio-economic areas the opportunity to learn about school culture, making healthy connections between the home and school environment. The aim is to have children acquire attitudes, strategies and a desire to learn, creating a solid foundation from the onset.

CQSB has one school offering this program:

- MacLean Memorial School in Chibougamau

DIVERSE NEEDS

PATHWAYS

WORK ORIENTED TRAINING PATH (WOTP)

WOTP consists of two programs:

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

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



Three of our schools offer WOTP.

- Andrew Stuart Johnson Memorial High School in Thetford Mines
- Jimmy Sandy Memorial School in Kawawachikamach (Naskapi Reserve)
- Quebec High School in Quebec City

CONCOMITANT

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

CQSB has one school offering this program:

- Andrew Stuart Johnson Memorial High School in Thetford Mines

THE SCHOOL TEAM

TEACHER INDUCTION

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

Each August, the Human Resources Department in collaboration with the Educational Services Department offers newly hired teachers the opportunity to attend a four-day Teacher Induction Program. A variety of information is provided and a range of topics are covered in an engaging, hands-on format to ensure new teachers have the knowledge and resources needed to begin the school year. Throughout the school year the school board consultants continue to provide on-going support to new teachers.

CULTURE OF PROFESSIONAL DEVELOPMENT

CQSB believes that learning is a life-long process. As a result, the school board has a history of investing funds in professional development to empower administrators, teachers, professionals and support staff in becoming effective leaders, educators and engaged members of our team all contributing to ensure all students achieve success. As a matter of interest the total amount declared as per “*La loi favorisant le développement et la reconnaissance des compétences de la main d’oeuvre*” is approximately \$650,000 per year. One percent of our salary mass is approximately \$404,422.

The Central Québec School Board has maintained its pedagogical support to schools. Educational Services (Instructional and Complementary) has a team of nine pedagogical consultants. Throughout the year, the Educational Services team provides a range of support either in the form of workshops or by going into schools to work directly with school teams and individuals. Professional development opportunities are also provided outside the school board under the umbrella of organizations within the Anglophone sector such as LCEEQ or LEARN. During the consultation process teachers expressed their appreciation for the chance

to participate in p.d. activities. They also saw value in the opportunities to network and to work collaboratively together and in fact, would welcome even more opportunities for collaborative work. While voicing this desire teachers were also keenly aware of the potential negative effects of being out of the classroom too often.

PROFESSIONAL LEARNING COMMUNITIES

Much of the professional development undertaken at the Central Québec School Board has been related to the implementation of Professional Learning Communities. Professional Learning Communities (PLC) provide the structure for increasing student success through collaborative teams of educators using evidence (data) to inform their interventions. Data-driven decision-making is an integral part of the strategies used at CQSB to drive student success. The professional development plan for the last three years has directly set its target to have highly-functioning PLCs in each of the Central Québec schools. There has been a strategic alignment with provincial initiatives as well within the English Sector to have common goals working toward effective PLC practice. Through funding provided by the Canada-Québec Agreement for Minority Languages there have been opportunities to assist at major conferences to build high-leverage practice in this area such as Response to Intervention and Coaching.

Shared leadership and collaborative practice are engrained components of school culture in a Professional Learning Community. Work continues with all CQSB schools in this area, but it has become clear that the Board will see a departure of senior leaders at the school board and in our schools due to retirement over the next five years. As a result, the school board is in the stage of recruiting people who have the desire to lead and work collaboratively in teams to ensure the Board's vision and initiatives continue and our high standard of success is upheld.

LITERACY AND NUMERACY

Central Québec School Board ranks consistently among the top-performing boards in the Province of Québec. HIGH ACADEMIC ACHIEVEMENT is part of the culture of the Board. Such proficiency is the result of a Strategic Professional Development Plan.

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

Math Summer Institute Project – Provincially, math results in the elementary grades in the Anglophone Sector revealed the majority of students were not meeting with success. Following an analysis of the data to isolate the problem, the project was launched. Elementary and Secondary Math teachers from across the province have met during the summer to learn about teaching math conceptually. Ongoing support, provided by the Math Consultant, continues with the three cohorts of teachers who have given up a part of their summer to engage in high-leverage professional development. This long-term project has resulted in a shift in classroom practice, and how our teachers are looking at, and teaching math. Early results look promising.

Model Classrooms – Support is provided to teachers at the elementary level in both Mathematics and English Language Arts (ELA) by visiting a classroom teacher in action to share and learn from each other based on high-leverage practices such as small group instruction based on student learning needs. Teachers learning from teachers has proven to be powerful. Follow-up support is provided by the ELA and Math Consultants to teachers after the classroom visits.

Marking Centres – Each year, consultants from Educational Services provide marking centres as professional development to specific grade-level English Language Arts (elementary and secondary), French (elementary and secondary) and Mathematics (elementary) teachers. Teachers mark student work together to come to a common understanding of the evaluations tools and reach consensus about the student work. Data from the evaluation tools is collected to track student success. Data is also used to target areas of the programs where students are struggling so the schools and Board can plan strategically to address these concerns.

Essential Learning Goals (ELG) – In order to support schools in addressing the first key question asked in PLCs – What is it we want our students to learn? - work started in 2017-2018 with specific school teams to determine the ELGs in English Language Arts, French and Mathematics. Work will continue in this vein to support school teams on the process of unwrapping the learning essentials and establishing clear, learning targets.

THE EDUCATOR-CHILD AND TEACHER-STUDENT RELATIONSHIP

STUDENT ENGAGEMENT

Student engagement is when student are active contributors involved in the learning environment. CQSB has undertaken two initiatives that provide students a voice:

Student Surveys

- OUR SCHOOL Survey – This online tool is provided by The Learning Bar. An elementary survey is designed for Grade 4 to 6 students; whereas another one is provided to secondary students (all levels). The survey is administered once a year. Questions are grouped by category: Social-emotional, Physical Health, Academics and School Environment.
- The Compass Student Questionnaire – This student survey is initiated by CIUSSS (03 Region) and designed by the University of Waterloo. Three CQSB schools are currently piloting this tool:
 - Dollard-des-Ormeaux School (2016-2017 / 2017-2018) in Courcelette
 - St. Patrick's High School (2017-2018) in Quebec City
 - Quebec High School (2017 -2018) in Quebec City

Student Advisory Committee (STAC)

The Director General has been meeting with a group of secondary students three times a year since 2015. Students who take part sit on their local, student council. Nine schools are represented. Students contribute to planning the agenda and running the meetings. These students provide the Director General with feedback and insight on a wide range of topics.

21ST-CENTURY COMPETENCIES

GLOBAL CITIZENSHIP - Our students today are required to know more about the world in which they live more than ever before. They need to be sensitive to foreign cultures, and how to develop relationships. Central Québec School Board encourages its students to reach out by being involved in humanitarian trips to other parts of the globe, and through the development of its International Student Program.

DIGITAL CITIZENSHIP - In an age of overflowing information and proliferating social media, our students need to rapidly process what's coming at them and distinguish what's reliable and what isn't. In order to support students with the realities of information technology and develop responsible, internet practices the Board remains committed to ensure that Digital Citizenship is taught and practiced in the schools.

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

LIFELONG LEARNING

Central Québec School Board is more than just brick and mortar structures and the educational activities taking place within those walls. It is a community of learners bound by a common heritage of the English language. Our strength is our strong sense of community, and our desire to preserve and strengthen it. All of the groups taking part in the consultation process mentioned how important it would be to preserve our sense of community. It is what distinguishes us. The Central Québec School Board covers a wide geographic region. In order to build that sense of community, the Board offers opportunities for students to connect with each other and learn from one another beyond the walls of a classroom and their own school community.

Performing Arts Festivals (PAF) - In the spring of each year a Performing Arts Festival takes place; one for elementary students and one for secondary students. The PAFs bring students together from across the Board to share their artistic productions (dance, theatre and music) and take part in a variety of workshops given by artists.

PIX Contest – CQSB promotes the visual arts by holding a photography contest each year which is open to all students (Kindergarten to Secondary V) and personnel.

Cross-country Run – CQSB has been holding the Cross-country Run for at least 20 years. This event is open to elementary and secondary students as well as adults. This event promotes the importance of an active, healthy lifestyle and brings the larger CQSB community together (students, parents and staff).

Elementary Track and Field – This annual, spring event promotes healthy living by bringing elementary cycle 3 students together from across the school board to take part in a range of track and field events.

Fall Fest – The community organization, Voice of English-Speaking Quebec, is responsible for creating Fall Fest which is a community event held each autumn showcasing Anglophone organizations and services within the Greater Quebec region. The Board and its schools within the region take part and are seen as significant partners.

WE are CQ – In the fall of 2018, the school board will be holding the first WE are CQ event. This event promotes student engagement, the importance of healthy living and leadership skills by bringing interested secondary students together from across the Board to engage in a wide range of activities.

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

COMMUNITY LEARNING CENTRES

Through funding provided for minority languages (Entente Canada-Québec) seven CQSB schools are involved in the Community Learning Centre initiative. These schools are involved in community outreach and creating projects to construct bridges between the school and the community in which they are located. Community Learning Centres are created in conjunction with the Minister of Education. These seven schools are involved in building partnerships that provide a range of services and activities, often beyond the school day, to help meet the needs of learners, their families, and the wider community:

- La Tuque High School
- Portneuf Elementary School
- Québec High School
- Valcartier Elementary School
- ASJ-St. Patricks (Thetford Mines)
- Everest-Extended Model with QHS
- EQLC-Extended Model with QHS



CONTINUING EDUCATION

The Eastern Québec Learning Centre, which is part of the Central Québec School Board (CQSB), has been providing adult education services in English for close to 30 years. The Learning Centre's reputation as a small centre with a dynamic, caring approach has contributed to student success in General Education, Vocational Training and language courses.

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

The student population is composed of individuals from multicultural, bilingual or multilingual backgrounds ranging in age from 16 to 65 years old. Many learners enroll at the Learning Centre in hopes of completing prerequisite courses for Vocational Training programs or to complete the required courses to obtain their Diploma of Secondary Studies. Another portion of the clientele are high school graduates who register in the mathematics and science courses at the Learning Centre in order to complete prerequisite courses for CEGEP or university studies.

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 CEGEP studies and second, Francization and English as a second language courses.

Vocational Training opportunities include the following professional programs: Hotel Reception, Assistance in Health Care Facilities, Health, Assistance and Nursing (HAN), Secretarial Studies, Pharmacy Assistant Technician and Starting a Business.

6. ORIENTATIONS AND OBJECTIVES SET BY THE MINISTER

The Minister of Education has indicated that each school board should address two broad orientations in their Commitment to Success Plan. They are:

1. Contribute to increasing and maintaining the level of literacy among the adult population residing on the territory of the school board¹.

As a public Anglophone school board, the Central Québec School Board has, as its primary mandate, the task of providing each of the members of its community the chance to achieve educational success. Literacy and numeracy are key aspects of such success.

‘Literacy and numeracy skills are widely recognized as the foundations on which people build their futures. The more a person’s literacy and numeracy skills are maintained and improved, the more likely he or she is to achieve the autonomy required to make enlightened choices in personal, professional and civic life. These skills are essential in early childhood to prepare children for school and, later on, for the transitions inherent in their educational paths and those that lead to higher education or the labour market. Literacy and numeracy skills continue to be indispensable in every aspect of life and are still the focus of education in the 21st century.

Poor literacy and numeracy skills have far-reaching implications, not only in terms of educational success, but also for personal, professional and civic life. They also represent a serious loss for society from every angle. Illiteracy deprives us of the contributions of far too many people without whom Québec cannot achieve its social, economic and cultural potential.

Illiteracy is a challenge that we must never lose sight of, since the changes that affect modern societies such as Québec are constantly raising the bar in terms of the language skills needed to be fully autonomous and functional.’-Policy on Educational Success. P. 14

The Central Québec School Board will work with its literacy partners to meet this challenge.

2. Ensure that elementary school students are involved in physical activities sixty minutes per day².

The Central Québec School Board has decided to include an objective to address this orientation in Section 7 of the Commitment to Success Plan. See Orientation 3-Wellness for the CQSB Community.

¹ In line with Objective 5 in The Policy on Educational Success.

² In line with Orientation 4 of The Policy on Physical Activity, Sports and Leisure.



OBJECTIVE ONE: EQUITY By 2030

reduce the gap in success rates between various groups of students by 50%

The Minister of Education has determined that a crucial element in charting the course for successful schools going into the future is equity. Providing equal educational opportunities for students coming from various backgrounds, experiences or abilities can be a challenge, however it is only by ensuring success for all students in its schools that the school board can be seen to fulfilling its mission. In alignment with the policy of the Minister Central Québec School Board has chosen to target achievement gaps in the following population sub-sets;

- Gender
- EHDA students (Coded 01-99 with IEP's)
- Students in disadvantaged areas (NANS)
- Students coming from immigrant families-1st generation

Data provided from the MEES indicates that the numbers of students considered as 1st or 2nd generation immigrants is statistically insignificant.

CQSB will report on this objective as required and monitor, however no strategies will be developed.

TABLE 8: NUMBERS AND PERCENTAGE CONSIDERED AS IMMIGRANTS

(Source : MEES, DIS, Portail informationnel, système Charlemagne, données au 2017-08-03)

	1 st Generation-Born outside of Canada		2 nd Generation - Born in Canada from one or both parents born outside of Canada	
	Numbers	Percentage	Numbers	Percentage
2014-2015	65	0.2%	117	0.3%
2015-2016	82	0.2%	122	0.3%
2016-2017	75	0.2%	115	0.3%

Central Québec has also decided to examine results of its indigenous learners many of whom are also coming from our northern communities where poverty compounds chances for success. These objectives will be treated in Section 7 of the Commitment to Success Plan.

The Minister of Education requires school boards to examine equity using only the graduation and qualification success rates for the seven-year cohort. Central Québec will also collect and examine data for other subject areas which are seen to be key components leading to graduation and qualification.

Using 2016-2017 data as a Base-line value, the following indicators will be disaggregated and examined according to the sub-sets above.

INDICATORS:

Primary (Ministry) Indicators:

Secondary

- Qualification and certification rates -SSD or DVS (from to 85.0% by 2030)
- Overall qualification and certification rates (from to 90.0% by 2030)

**TABLE 9: CQSB GRADUATION & QUALIFICATION RATE FOR STUDENTS UNDER AGE 20
SEVEN-YEAR COHORT BY TARGET GROUPS**

(Baseline Year: 2014-2015 / Target: See Table / Source: MEES Taux de diplomation et de qualification selon la cohorte, la durée et le sexe, Rapport : Diplomation et qualification par commission scolaire au secondaire – Édition 2017)

Note: the most recent MEES data is unavailable for adult and vocational education, as well as for the youth sector

	Provincial Situation					Central Québec School Board			
	2014-2015 (2008 Cohort)		Target 2022	Target 2030	2014-2015 (2008 Cohort)		Target 2023	Target 2030	
	Success Rate	Gap	Gap	Gap	Success Rate	Gap	Gap	Gap	
TOTAL	78.8%	All sectors	10.1%	6.1%	5.0%	87.5%	8.7%	6.0%	4.2%
Male	73.8%					83.4%			
Female	83.9%					92.1%			
EHDAA	48.3%	Public sector	34.1%	25. %	17.0%	80.0%	12.7%	8.0%	6.5%
Regular Students	82.4%					92.7%			
Attending School in a disadvantaged area	69.0%	Public sector	8.9%	6.5%	4.0%	83.7%	3.2%	3.0%	2.0%
Other Areas	77.9%					86.9%			
First-generation Immigrants	75.0%	All sectors	3.8%	3.0%	2.0%	100%	9.0%	7.0%	4.5%
Non-immigrants	78.8%					91.0%			

Students with handicaps, social maladjustments or learning difficulties with an IEP

Based on the socio-economic environment index (SEI) of the public secondary school attended (SEI decile rank 8, 9 or 10)



OBJECTIVE TWO: EDUCATIONAL PATH

By 2030, reduce to 10 % the proportion of students starting public secondary school at age 13 or older.

By 2023, reduce to 11,4 % the proportion of students starting public secondary school at age 13 or older.

Starting secondary school with a delay of one or more years has a negative impact on students' educational paths, and ultimately on their educational success. While the Ministry indicator is only for students entering secondary, it stands to reason that the statistics for students late in their cycle in elementary school would be in keeping with the axis of early and rapid intervention in the Policy on Educational Success.

INDICATORS:

Primary (Ministry) Indicators:

Secondary:

-Age of students entering the Cycle

Statistics are available from the Indicateurs Nationaux in AGIR

TABLE 10: PROPORTION OF STUDENTS ENTERING SECONDARY SCHOOL: 13 YEARS OF AGE OR OLDER

(Baseline Year 2016-2017. Target; See Table. Source: MEES Indicateurs Nationaux-Données par Commission Scolaire. AGIR)

	Provincial Situation - Public Sector			Central Québec School Board		
	Baseline Year	Targets		Baseline Year	Targets	
	2016-2017	2022	2030	2016-2017	2023	2030
TOTAL	12.6%	11.4%	10.0%	14.3%	12.0%	10.0%
Male	14.2%			16.0%	14.0%	
Female	10.8%			12.6%	12.0%	



OBJECTIVE THREE: GRADUATION AND QUALIFICATION

By 2030 have 85 % of students under the age of 20 obtain a first diploma (SSD or DVS) and 90 % obtain a first diploma or qualification*

*Attestation of Vocational Specialisation (AVS), Skills Training Certificate (STC), Training Certificate for a Semi-Skilled Trade (TCST), Prework Training Certificate (PWTC), Other certificate or attestation. (Intégration Sociale, SVIS)

Using 2017 data as a Base-line value, the following indicators will be examined.

The Graduation and Qualification rate is determined by the statistics over a 7-year cohort. That is to say that a student entering Secondary One has seven years to either get a diploma (Graduate) or other certificate (Qualification) whether it be in the Youth or Adult sector.

INDICATORS:

Primary (Ministry) Indicators:

Secondary:

- Certification rate - SSD or DVS (from 84.3 % to 85.0%+ by 2030)
- Qualification and certification rates (from 87.5 % to 90.0 % by 2030)

TABLE 11: CQSB GRADUATION & QUALIFICATION RATES FOR STUDENTS UNDER AGE 20

(Baseline Year: 2014-2015/ Target: See Table / Source: MEES Taux de diplomation et de qualification selon la cohorte, la durée et le sexe, Rapport : Diplomation et qualification par commission scolaire au secondaire – Édition 2017)

	Provincial Situation - All Sectors			Central Québec School Board		
	Baseline Year 2014-2015	Targets		Baseline Year 2014-2015	Targets	
	(2008 Cohort)	2022	2030	(2008 Cohort)	2023	2030
Students under 20 obtain a first diploma (SSD or DVS)	73.5%	-	85.0%	84.3%	85.0%	85.0%+
Students under 20 obtain a first diploma or qualification	78.8%	84.0%	90.0%	87.5%	88.0%	90.0%



OBJECTIVE FOUR: LANGUAGE PROFICIENCY

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

While the Minister's objective deals with Language of Instruction, in Elementary 4 (Cycle 2, Year 2), there is not, at present, a Ministry-mandated evaluation in English Language Arts at that level. The School Board has decided to use, in its objectives, the results in the Ministry-mandated End-of-Cycle 3 evaluation. The Board will continue to ensure a board-wide standard by committing to a Board marking center.

As well, given the Board's commitment towards educating students to become bilingual and biliterate, it will continue to monitor the results in French language as well as in English.

INDICATORS:

Primary (Ministry) Indicators:

Elementary Education

- Success Rates on the Writing Component of the Elementary Cycle 3, Year 2-Grade 6 End-of-Cycle Ministry Evaluation

**TABLE 12: SUCCESS RATES ON END-OF-CYCLE EVALUATIONS IN ENGLISH LANGUAGE ARTS
ELEMENTARY GRADE SIX**

(Baseline Year: 2016-2017 / Target: See Table / Source: End-of-Cycle Examination Results GPI Data Extracted through LUMIX)

	Provincial Situation		Central Québec School Board			
	Baseline Year	Targets	Baseline Year		Targets	
	2016-2017	2030	June 2017			2030
			Response	Writing	Response	Writing
GIRLS	n/d	n/d	86.9%	94.6%	---	90.0%
BOYS	n/d	n/d	80.3%	87.1%	---	90.0%
TOTAL	n/d	n/d	83.7%	90.9%	---	90.0%



OBJECTIVE FIVE: LIVING ENVIRONMENT

By 2030, ensure that all buildings belonging to the school board are in good condition.

Interim Target of 85 % of buildings belonging to the school board being in good condition.

The management framework categorizes buildings according to an obsolescence index (Indice de vétusté (IV)) in order to prioritize maintenance work. Buildings are grouped into 5 categories from A to E, according to their condition. The obsolescence threshold for the satisfactory physical state of a building is fixed at the C level or above.

INDICATORS

TABLE 13: PERCENTAGE OF SCHOOLS, CENTRES AND BUILDINGS IN SATISFACTORY CONDITION ACCORDING TO THE FACILITY CONDITION INDEX (FCI)

(Primary (Ministry) Indicators: Facility Condition Index (SIMAC))

Provincial Situation			Central Québec School Board		
Reference Year	Targets		Reference Year	Targets	
	2022	2030	January 2018	2023	2030
68.0%	85.0%	100%	21.13%	40.0%	100%

7. ORIENTATIONS AND OBJECTIVES DETERMINED BY THE SCHOOL BOARD IDENTIFIED THROUGH THE CONSULTATION PROCESS

Following the consultation process with members of the CQSB community, four areas were selected as challenges for the Board going forward into 2030. It is the intention of the Central Québec School Board to address the specifics of the objectives, indicators and targets through the creation of an action plan by 2023.

1. Orientation: Cultural Identity of the School Board

- Establishing, maintaining and communicating the CQSB identity
- Retention of students in our system (elementary going into secondary)
- Language Programs-French Mother Tongue and ELA

Objective 1: By 2030 the School Board will re-visit its Mission, Vision, Values and Beliefs as well as Mantra to better represent its identity in the 21st century.

Indicator: A re-positioning of the Mission, Vision, Values and Beliefs and Mantra of the Board.

Target: By 2030 the Mission, Vision, Values and Beliefs and Mantra of the Board will be revisited as per the consultation feedback.

Objective 2: By 2023 the School Board will have developed and implemented a Communication Plan.

Indicator: The development and implementation of a Communication Plan.

Target: By 2023 the School Board will have developed and implemented a Communication Plan.

Objective 3: By 2023 the School Board will continue to use evidence-based practice to ensure continued success in our English and French programs.

Indicators: Results on end-of-cycle and Ministry evaluations in English Language Arts in elementary and secondary. Results on *Français langue d'enseignement* and *langue seconde* on end-of-cycle and Ministry evaluations.

Target: The Board will continue to collect data on results in ELA and French and set targets accordingly.

2. Orientation: Inclusive Education

- Supporting ALL students including those students with special needs or those At-Risk
- Supporting students and staff in adapting to diversity and different needs

Objective 1: By 2023 the School Board will ensure that 100 % of IEP's will be written using the principles of evidence-based practice expressed in terms of measurable SMART Goals.

Indicator: The number of IEP's written in terms of measurable SMART Goals.

Target: By 2023 the School Board will ensure that 100 % of IEP's will be written using the principles of evidence-based practice expressed in terms of measurable SMART Goals.

Objective 2: By 2023 the School Board will prioritize staff-development on high-leverage practices associated with inclusive education.

Indicator: The number of professional development sessions.

Target: By 2023 the School Board will have developed and delivered targeted professional development.

3. Orientation: Wellness for the CQSB Community

- Emotional, Psychological and Social Well-being
- Physical Health

Objective 1: By 2023 the Central Québec School Board will ensure that 50% of its elementary students are engaged in 60 minutes of physical activity per day.

Indicator: The number of schools involved in the *mesure 15030- À l'école, on bouge au cube!*

Target: By 2023, 50 % of the elementary students at CQSB are involved in 60 minutes of physical activity per day.

Objective 2: By 2023 the Central Québec School Board will reduce by 50 % the levels of anxiety and depression as self-reported in the OUR SCHOOL Survey at the Secondary Level.

Indicator: The percentage of students self-reporting levels of anxiety and depression in the OUR SCHOOL Survey at the Secondary level.

Target: By 2023 the Board will decrease the percentage of secondary students who report levels of anxiety or depression as self-reported in the OUR SCHOOL Survey or Compass Student Questionnaire from X % in 2017-18 to X %.

Objective 3: By 2023 the Central Québec School Board will reduce by 50 % the levels of anxiety as self-reported in the OUR SCHOOL Survey at the Elementary Level.

Indicator: The percentage of students self-reporting levels of anxiety in the OUR SCHOOL Survey at the Elementary level.

Target: By 2023 the Board will decrease the percentage of elementary students who report levels of anxiety as self-reported in the Our School Survey from 22 % in 2017-18 to 16 %.

Objective 4: By 2023 the School Board will reduce the number of incidences of violence and bullying in schools and centre.

Indicator: Collection of data from OUR SCHOOL Survey or Compass Student Questionnaire concerning the incidences of feeling safe at school and bullying. Data from the Registry of Suspensions.

Target: By 2023 the Board will decrease the percentage of students who report being victims of bullying as self-reported in the Our School Survey from X % in 2017-18 to X %.

Objective 5: By 2023 the Central Québec School Board will assist its School Leadership Teams to provide school staff with information on wellness topics based on school needs.

Indicator: The percentage of staff who have received information on wellness topics.

Targets: t.b.d.

Objective 6: By June of 2023 the Central Québec School Board will establish baselines on the level of absenteeism for the various categories of staff for wellness issues.

Indicator: The levels of absenteeism among various groups of staff for wellness issues as found in the *Rapport personnalisé sur l'absentéisme* as compiled by the FCSQ.

Targets: t.b.d.

Objective 7: By June 2023 the Central Québec School Board will establish baselines on the utilization of Employee Assistance Programs and the following issues: mental health, work-related, personal stress, physical health, and work related.

Indicator: The percentage of utilization of Employee Assistance Programs on the following issues: mental health, work-related, personal stress, physical health, and work related as found in the reports from Morneau-Shepell on the Employee Assistance Program.

Targets: t.b.d

4. Orientation 4: Retention and Success of Indigenous Learners

- Establish a portrait of the communities of indigenous learners and their needs
- Develop an action-plan to improve retention and success based on the data in the portrait
- Implement strategies and monitor results

Objective 1: By 2023 the Central Québec School Board will carry out a needs assessment to better establish a educational profile of our indigenous communities.

Indicator: The completion of a needs assessment using hard data such as student results, success rates as well as drop-out rates in addition to staff and community focus-groups to better understand the needs of the indigenous communities that CQSB serves.

Target: The production of a portrait of indigenous learners with recommendations moving forward toward the development of an action plan.

Objective 2: By 2024 the Central Québec School Board will develop an action plan to address the educational needs of our indigenous learners.

Indicator: The identification of key issues to be addressed in the action plan.

Target: The conception of an action plan to address the issues identified in the portrait.

Objective 3: By 2025, the Central Québec School Board will implement and monitor strategies.

Indicator: Key strategies in the action plan will be developed and implemented.

Target: Implementation and monitoring of strategies with key indicators to be set following the establishment of baselines.

8. PUBLIC SERVICE STATEMENT

OUR MISSION

The mission of the Central Québec School Board is to support vibrant learning communities in its schools and centres that empower all students to receive the best possible education, to foster their social development and to prepare them to achieve their fullest potential and become contributing members of our ever-changing society.

OUR BELIEFS

At the Central Québec School Board (CQSB) 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;
- Students must always be placed as *the* priority

OUR VALUES

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

OUR VISION

Learning for all

OUR SERVICES

In keeping with its mandate as outlined in Sections 207 to 209 in the Education Act, Central Quebec School Board pledges to offer quality educational services from early childhood to adult and vocational education in a healthy, safe, caring and inclusive learning and working environment. The School Board further pledges to provide such services using sound governance practices with an equitable distribution of human and financial resources. The Central Québec School Board offers bilingual services at all levels.

Continuons à apprendre
Learning for all

COMPLAINT PROCESS FOR PARENTS AND STUDENTS

The Central Québec School Board (CQSB) has put in place a Complaint Examination Procedure for students and parents of students who wish to submit a complaint. The CQSB takes complaints seriously and always seeks to find resolution to conflicts that are fair.

The six-step process is clear and easy to follow:

1. It is important for the complainant to speak directly to the persons involved;
2. Should Step 1 not provide resolution to the situation, the student or parent of the student must contact the school administrator (Principal);
3. After having had exchanges with the Principal and, if the issue persists, the student or parent of the student can contact the appropriate Service Director at the School Board (Human Resources, Complementary Services or Instructional Services);
4. Should the issue remain unresolved, the student or parent of the student, should contact the Secretary General;
5. Again, if the parents feel that the issue has not been resolved to their satisfaction, the Secretary General will reroute the complaint to the Student Ombudsman;
6. At **ANY TIME** during the Complaint Process, the Parent can contact the Student Ombudsman, who is an independent person who intervenes after a complainant has exhausted the above-mentioned steps, provided in the complaint process.

The administrative offices of the Central Québec School Board are located at :

Central Québec School Board
2046, chemin St-Louis
Québec (Québec) G1T 1P4

Telephone: (418) 688-8730
or 1 (800) 249-5573
Fax : (418) 682-5891
E-mail: cqsb@cqsb.qc.ca

Hours of Operation :
8:00 a.m. to 12:00 p.m.
12:00 to 1:00 p.m. Closed
1:00 to 4:00 p.m.

9. SIGNATURES:

NAME and SURNAME
Chairman of the Council of Commissioners

NAME and SURNAME
Director General of the School Board

Date

The Chairman and the School Board Director General are solely accountable for the Commitment to Success Plan and therefore, must co-sign it. It is suggested to have all the Commissioners sign it to illustrate to the population their will to collaborate to ensure the student's success in the youth and adult sector.

NAME and SURNAME
Commissioner [NAME] and WARD

NAME and SURNAME
Commissioner [NAME] and WARD

NAME and SURNAME
Commissioner [NAME] and WARD

NAME and SURNAME
Commissioner [NAME] and WARD

In order to highlight the dedication of all those who have taken part in the Commitment to Success Plan, it is suggested to have a representative of each of the groups involved in the collaboration to sign.

FOR CONSULTATION