



New Frontiers School Board

214 McLeod, Chateauguay, Quebec J6J 2H4

www.nfsb.qc.ca

2018-2019 Annual Report

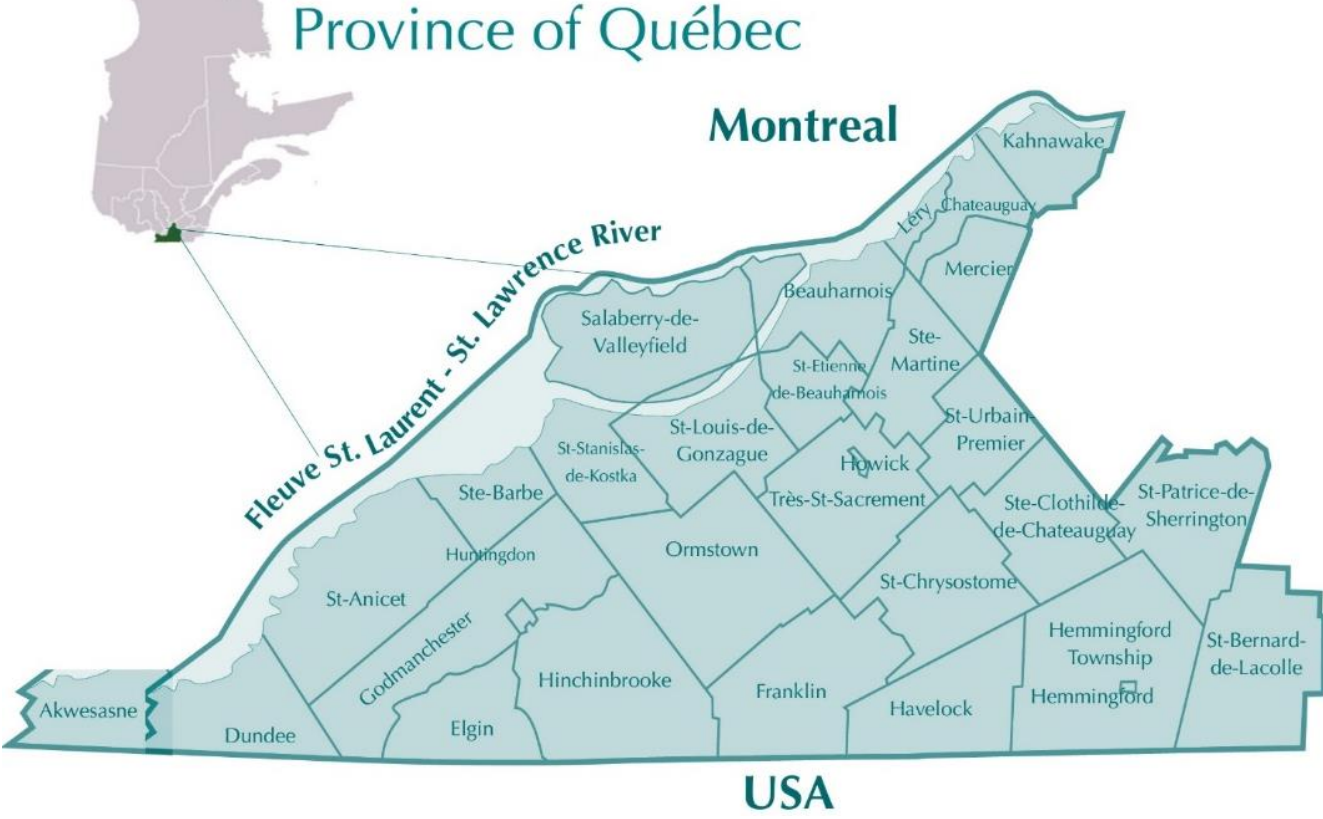
Year One Results

New Frontiers School Board's Commitment to Success Plan 2018-2022

The New Frontiers School Board's Commitment to Success Plan was adopted by the Council of Commissioners on May 22, 2018; it was approved by the Minister of Education, Sebastien Proulx in July 2018.

The 2018-2019 Annual Report was deposited with the Minister of Education, Jean-François Roberge, on December 20, 2019.

The New Frontiers School Board, one of Quebec's nine English-language school boards, covers the territory that borders the United States to the south, Ontario to the west, the St. Lawrence River to the north and Autoroute 15 to the east; this territory includes the indigenous communities of Kahnawake and Akwesasne.





Vision

The New Frontiers School Board is committed to success for all students.

Mission

To realize our Vision, our Mission is to:

- Provide experiences that will challenge our students and employees to learn and develop respect for themselves, others, and the environment;
- Engage all stakeholders as educational partners;
- Expect and support all employees to continuously improve with a focus on enhancing student learning;
- Create a hospitable learning environment where everyone feels they belong and are appreciated.

Motto

Education, a lifelong journey

Governance

The Council of Commissioners is composed of 10 elected commissioners, a Chair who is elected universally, and four commissioners representing parents: elementary sector, secondary sector, students with special needs, and one member at large.

In accordance with By-Law BE, Council holds regular public meetings on the first Tuesday of each month at 19:00 hours at Howick Elementary School.

Code of Ethics & Professional Conduct for Commissioners

The Ethics Officer's mandate is to examine any expressed complaint directed towards a commissioner, and to determine, when applicable, if a commissioner has been in contravention of the "Code of Ethics & Professional Conduct for Commissioners". In the case of an identified contravention by a Commissioner, if found guilty, the Ethics' Officer will consider imposing a sanction.

By-Law BCAA "Code of Ethics & Professional Conduct for Commissioners" can be found in its entirety at www.nfsb.qc.ca

Report from the Ethics Officer:

Following my obligation in regards to Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners as approved and revised by Council on 2017-01-10, please be advised that my annual report of activity for the school year 2018-2019 ending on June 30th of this year is without incident or complaint.

Respectfully,



Bernard Huot
NFSB Ethics Officer
October 24, 2019

Chair - David D'Aoust

Division #1 - Neil Burdon* (July & August 2018)

Raymond Ledoux (appointed in November 2018)

Includes the Town of Lery. Also includes a section of the City of Chateauguy that is described as follows: starting at a point where the Chateauguy River and the municipal border meet in the north-east, this border, Saint-Bernard road, the Chateauguy River and the municipal border back to the starting point. This division includes Ile Saint-Bernard

Division #2 - Karin Van Droffelaar

Includes a section of Chateauguy described as follows: starting at a point where Saint-Bernard road and the north-east municipal border meet, this border, St. Jean-Baptiste Boulevard, St. Francis Boulevard, the Chateauguy River and Saint-Bernard road back to the starting point. This division includes the Kahnawake Native Reserve.

Division #3 - Lina Chouinard

Includes a section of Chateauguy described as follows: starting at a point where St. Francis Boulevard and St-Jean Baptiste Boulevard meet, St. Jean Baptiste Boulevard, D'Anjou Boulevard, the Chateauguy River, St-Francis Boulevard back to the starting point.

Division #4 - Kenneth Crockett

Includes a section of Chateauguy described as follows: starting at a point where D'Anjou Boulevard and St. Jean Baptiste Boulevard meet, St. Jean Baptiste, the municipal border, the Chateauguy River, and D'Anjou Boulevard back to the starting point.

Division #5 - Howard (Buzz) Gibbs

Includes the City of Mercier. Also includes the section of Chateauguy that is located to the east of St. Jean Baptiste Boulevard.

Division #6 - Abdul Pirani

Includes the municipalities of Beauharnois, Salaberry-de-Valleyfield, St. Etienne de Beauharnois, Sainte Martine, and St Urbain-Premier.

Division #7 - Dianne Eastwood

Includes the municipalities of Saint-Chrysostome, Sainte-Clothilde, Saint-Patrice-de-Sherrington, Havelock, Hemmingford and Saint-Bernard-de-Lacolle. Also includes a section of the municipality of Saint-Cyprien-de-Napierville that is located east of Autoroute 15 and is within the territory of the School Board.

Division #8 - Peter Stuckey

Includes the municipalities of Howick, Ormstown, Saint-Stanislas-de-Kostka, Saint-Louis-de-Gonzague and Très-Saint-Sacrement.

Division #9 - Barbara Ednie

Includes the municipalities of Elgin, Hinchinbrooke, and Franklin.

Division #10 - John Ryan, Vice-Chair

Includes the municipalities of Saint-Anicet, Sainte-Barbe, Dundee, Godmanchester and Huntingdon. This division includes the Akwesasne Native Reserve

Parent Commissioners:

Debie Germann	Secondary Representative (July 2018 – April 2019)
Dana Hoshowatiuk	Secondary Representative (Nominated in May 2019)
Shannon Keyes	Special Needs Advisory Committee
Debra Wright	Member at Large
Anne-Marie Yelle	Elementary Representative

*The New Frontiers School Board was saddened by the unexpected loss of Commissioner Neil Burdon in August, 2018

Educational Services

are provided to our youth and adult students through a network of ten elementary schools, two high schools, and three career education centres.

Elementary Schools

- Centennial Park
- Franklin Elementary
- Gault Institute
- Harmony Elementary
- Hemmingford Elementary
- Heritage Elementary
- Howick Elementary
- Mary Gardner School
- Ormstown Elementary
- St. Willibrord

Secondary Schools

- Chateauguay Valley Regional High School
- Howard S. Billings Regional High School

Career Education Centres

- Chateauguay Valley Career Education Centre
- Huntingdon Adult Education & Community Centre
- Nova Career Education Centre

Community Learning Centres

The CLC concept exists across our system. The CLCs support all schools and centres of the School Board through various and numerous partnership and agreements; our CLCs also help promote lifelong learning.

International Students

Through our International Student program, New Frontiers welcomes students from other countries in both the youth and adult sector.

Programming

We have a bilingual programming model at the **elementary level** where we deliver pedagogical services 50% in English and 50% in French, with Language Arts taught in English from kindergarten through grade 6. One exception exists at Gault Institute in Valleyfield, as it serves a predominately French-speaking population; the programming there is primarily in English.

At the **secondary level**, while instruction is based on an English Mother Tongue model, enriched programming is provided in “*Français langue seconde*” and “*Français langue d’enseignement*”. Further enrichment opportunities exist in the International Baccalaureate Program at Howard S. Billings, and the locally developed Universal Program at Chateauguay Valley Regional High School. To promote bilingualism and inter-cultural collaboration, the “*Option Études*” program exists in Chateauguay in collaboration with the *Commission scolaire des Grandes-Seigneuries*. French and English students are grouped together and spend half of the school year at École Gabrielle Roy (CSDGS) and the other half at Howard S. Billings High School.

In the **adult education sector**, academic programs are offered to enable students to improve literacy skills, obtain their secondary school diploma, or pre-requisites required for CEGEP or vocational programs. Our Centres offer career options in vocational education, which lead to a Québec “*Diplôme d’études professionnelles*”.

Administrative Support

Supporting our schools and centres, are the employees within the Board’s departments working behind the scenes to ensure the best possible environments for our staff and students.

Director General	Rob Buttars
Assistant Director General	Mike Helm
Secretary General	Gary Tennant

Department Directors

Administrative Services	Craig McAlpine (Retired in February 2019)
Financial Services	Terry Savoie (Hired in April 2019)
Continuing Education	Chantal Martin
Educational Services	James Walker
Human Resources	Cuthbert McIntyre
Material Resources	Kevin Harvey

School & Centre Activity Reports

Centennial Park School

CPS had another great year! Enrolment was up, the staff led the learning and growth of all our students as we continued to refine our early intervention and balanced literacy practices. Staff and students were engaged in various projects in the visual and performing arts. Our participation in Music Fest and the production of the stage play, ELF Jr. were by far the most successful performances yet. We were proud to highlight everyone's talents on and off stage. Our physical education department is continually organizing sports events on and off campus; the Cross-Country Run, Terry Fox Run, Jessie's Journey, and the Track & Field Meet are a few of the events our students participate in. The weeklong Jungle Sports visit is usually the highpoint of the year. Our mobile computers carts, the newly acquired robotics and the use of technology in the classroom to support pedagogy and students with special needs was very present in student learning. The Resource teachers, professionals and specialists, all worked diligently to support students who require additional help. Our technicians and attendants support are continually improving their approach the interventions have developed into a comprehensive support system to address everyone's needs. We are looking forward to surpassing the quality of education and the school experience for all students.

Franklin Elementary School

Our enrollment remained steady at 75+ students. For the first time in a long time our grade six class was a large group of 16 students. We continued to grow our outdoor classroom, with the latest expansion of the "Dry River" and a new sandbox. Students participated in activities at our school and in our community year-round; continuing our partnership with Blair's Orchard, students visited the Fire-station, Post office, Les Jardins Glenelm - A bio-intensive farm, and Grants Bakery came to bake with the students. The full time 4-year-old program had an enrolment of 8 students. Our 0 to 3 playgroup continued to participate in weekly groups led by our partner, the Family Resource Centre in Huntingdon. The school held its third Community Science Night in May, where we invited members of the community to come and complete experiments with their children. The event was a success, with more than 70 children taking part. The school was also able to foster greater relationships with parents and families of the region. Throughout the year, we continued using the philosophy of Universal Design for Learning in our classrooms: the implementation of PBIS (positive behaviour intervention systems), our house league team and activities and "Chunka-Chunka" (flexible daily start-up). We continue to offer a unique experience to parents and they have responded by choosing our wonderful, nurturing, programs. Unfortunately, our enrolment will suffer somewhat in the 2019-2020 school year due to our large grade six class moving on to High School.

Gault Institute

This year, we continued our "Response to Intervention" concept, with the inclusion of a daily 20-30-minute period in our schedule. RTI helps support all of our students, but particularly those who have difficulty in reading. As one of the benefits, students starting in grade 3 who have serious difficulty in reading will be assisted with an electronic device to make them more autonomous in reading and in other subject areas. These devices are supported by Word Q and Speed Q. We spent time on literacy activities in school with our Poetry Slam, reading-with-a-friend, and other class activities, and through our Community Learning Centre projects such as: Read, Lead & Succeed, Reading-a-Story Night. We participated in school board level activities related to cyberbullying and the digital world. We had also activities to prepare our grade 5 and 6 for potential careers and provided a myriad of physical activity opportunities through our CLC and physical education department, such as mini-volleyball, basketball, track & field, etc. We also had our younger students participate in sport competitions within the context of learning. Other activities, such as dance, martial arts, Mad Science, Paternity Night, cooking activities were available through our CLC program. We are very proud of the efforts of our staff in support of our students.

Harmony Elementary School

This year we continued to focus our efforts on early literacy initiatives and approaches, while targeting reading comprehension from Kindergarten to Grade 6. Approaches such as S.T.A.R.T, and the Six Traits of Writing, all resulted in higher GB+ and PM Benchmark results and the acquisition of literacy skills throughout all cycles. Harmony continued with monthly Character Education Assemblies, student-led anti-bullying campaigns and initiatives coordinated by the Student Council and Student Coalition. Many extracurricular activities took place at school such as basketball, yoga, drawing club, reading club, extra help in Math and French, etc. The Harmony Resource Team, which includes attendants and technicians, continued to identify and work with our at-risk students and provide the best pedagogical assistance for them. Homework program was also offered after school twice a week. Our PPO ran several fundraisers and held activities at Halloween, Christmas, a dance in May and our Fun Day in June. The Governing Board ran effective meetings throughout the year, and parents were involved in our breakfast program, our library, and our early literacy program. We are happy to report that with the support of our PPO and Governing Board, the Kindergarten playground was redone completely, and we had the chance to have the Jungle Sport company for a full week as a physical education activity. Also, we were able watch a French movie at *Cinéma Carnaval* before the Christmas Holidays.

Hemmingford Elementary School

Hemmingford Elementary School, with an enrolment of 99 students, continued its tradition as a community leader and place of gathering in 2018-2019. In February HES held its third, very successful, literacy month to promote reading and literacy both in the school and the community. As part of this project, students took part in paired reading on weekly basis; pairing older students with younger ones. There were many events throughout the month which was culminated with our Family Literacy Night where students and their families came to school to part in several activities to promote reading. In March, HES continued its annual Community Connections, where students at school take part in different activities once per week for six weeks. Our grade six students went on trips to local businesses, while students at school choose an activity of interest. The theme for this school year was socialization, with the weekly activities centering on building community through play (board games) with our student body. During the activities, a portion of staff were able to take part in valuable professional development. With the support of the Hemmingford Women's Institute, students participated in the essay contest and public speaking, in both French and English. This initiative impacts all our students from pre-K through grade 6. A fund raiser was organized by Governing Board parents to off-set transportation costs for students' trips. For the coming year we look forward to working again with our stakeholders: continuing to build on our initiatives and create an inviting, supportive, and nurturing environment for our students to learn and grow.

Heritage Elementary School

The 2018-19 school year was a successful and activity-filled year full of learning and growth! The year began by welcoming a new secretary, Natalie Leger. There were many athletic events during the year such as the 1-2-3 Go Run, the Terry Fox Run, the Battle of Chateauguay Run, a duathlon, a triathlon, and tournaments for speed stacking, badminton and basketball. Other activities included Geordie Productions Show, Welcome Back BBQ, Turkey Lunch, Halloween Party, a dance, Christmas Concert, Talent Show, art exhibition, Entrepreneurship Day and Fun Day. Some field trips included: apple picking, the Biodome, and a school-wide visit to Parc Safari. Our social awareness's were honed by participating in We Day, Student Coalition, Remembrance Day, Prevention Day, Food Drives and Christmas Baskets. Our parents participated in three social-emotional learning sessions organized by heritage teachers and our CLC and the *Ressource familiale* community partners. We continued to improve literacy through approaches such as the Daily Five, Homework Club Program, Specialized Teaching for the Acquisition of Reading & Talking, and Leveled Literacy Intervention (LLI) program. Professional learning took place in some of the following areas: Office 365, DYP & CLSC p, UDL (Universal Design for Learning), Zones of Regulation and Handwriting without Tears. Finally, advances were made in the following projects: additional learning center, the construction of a new section of our Outdoor Classroom project to increase imaginative play using loose parts in an outdoor setting, and the UDL/RTI committee to implement a social-emotional learning program at Heritage Elementary School.

Howick Elementary School

Our Governing Board was comprised of two teachers, one professional/support staff, five parents, and two community representatives. They met six times over the course of the school year. Quorum was met each month, and members generally attended regularly. The main goals of the Governing Board are to promote school activities through fundraising like our Annual Craft Fair, Scholastic Book Fairs, Movie Nights and our Community Garage Sale. They also help manage “measure” funds, support our PPO, and ensure as much support to students as possible. Consultations included our Anti-Bullying & Anti-Violence plan, and rules and regulations. The school community was kept informed via emails and letters home, the Howick Elementary Facebook page, and the school’s website. Some of the educational activities offered to students were the Terry Fox Run, all NFSB sports activities, the CVR drama production, a trip to the Sugar Shack, MSO for our grade 4-6 students, workshops in the form of drama, art, dance, science and floor hockey to permit professional development time for our teachers, our “Ecovator” project (top 10 in the province) and so many more! We also started the development of our Kindergarten (4 and 5-year-olds) outdoor classroom. All in all, quite a year!

Mary Gardner School

Mary Gardner School is committed to helping students grow as learners. This year, we centered many of our resources and support initiatives on literacy development throughout the school. Our emphasis included early identification and intervention, supporting student successes both academically and socially, and highlighting social emotional learning as an important element in the lives of our students. Our Kindergarten Program used an array of student-based initiatives, including the Daily 5 and Play 5 models as well as Handwriting Without Tears Program to support our newcomers in their journey of lifelong learning. Our Homework Program also targeted literacy intervention and reading support at all grade levels. One of our ongoing objectives as a team at Mary Gardner, is to build relationships with our parents as they encourage their children to love reading. Opportunities to use technology and be respectful digital citizens is something we pride ourselves in instilling within our curriculum and school community. Healthy and active living is respected by both students and staff as we live and lead a healthy lifestyle by example. We pride ourselves in educating our students in understanding bullying. Several bullying prevention activities were organized this year to help our students understand and prevent bullying. At Mary Gardner, we strive to provide a nurturing, learning environment that empowers all through our caring and community- minded philosophy.

Ormstown Elementary School

While our enrolment continues to increase, we cherish the small community feel of our school. We rely on and appreciate that our parent community supports our various learning activities. We could not do what we do without them. Last year, all field trips opportunities were provided to all students, free of charge. This was in large part due to the fundraising efforts of our Parent Participation Organization netting over \$8500. Our teaching staff committed to a school-wide pedagogical planning effort dedicated to aligning our curricular outcomes and instructional strategies with evidence-based research. Last year’s effort was facilitated by our Option class time and a \$9000 PDIG (Professional Development and Innovation Grant). These opportunities provided every teacher with four release days throughout the school year where language-based teams (English Language Arts and French Second Language) met to align their teaching objectives and approaches with a focus on “keeping the balance in balance literacy”. Another highlight this year was our production of “School of Rock”. This effort involved the entire staff (support and teaching) and over 85 student performers. All Grade 6 students acted on stage, while their cycle 2 & 3 counterparts sang the accompanying musical pieces and performed choreographed dances. Everyone’s hard work culminated in two performances to our community in April. OES continues to be a place to grow and learn, and where our mission is student success.

St. Willibrord Elementary School

St. Willibrord continued being leaders with regards to reconciliation with our 1st Annual Indigenous Culture Day. Staff and students took part in activities lead by Mohawk students from HSB. We finished our day with our own version of a Pow Wow; the Deer Family Mohawk Singers and Dancers and The Buffalo Hat Singers performed, and many involved in a chant and dance. Our PPO focused on adding books to our library, adding to our music program and providing staff and students with many extras that would not normally be possible. Our staff worked on being Mindful, not only for themselves but with their students as well. We took part in the Jennifer Katz UBC study, the Blanket Exercise, attended several conferences and worked on being more consistent with our students. We have come to understand that students react for a reason, but it sometimes takes a long time to understand why. We want to make school a safe place for all our students and we work hard with them so that they feel safe. Kindergarten students studied Mo Willems and had family members come in to read their favourite books with them. Cycle 1 had a Big Bad Wolf presentation where each group performed in both English and French. Cycle 2 had a picture/poetry exhibit, and Cycle 3 took part in an Intergenerational activity (partnered with MWCN) where a book was created to document their work together. We thank our community partners for working with us to make our school the best place for our students!

Chateaugay Valley Regional High School

Three streams are offered to students at CVR: Regular, Bilingual and Universal, which includes “*Français langue d’enseignement*” offered from Secondary I to V. Literacy is paramount, and we offer support in both languages to students requiring help with reading. Our transition efforts support elementary student progression to high school and support the success of our Secondary 1 students. Tolerance, cooperation and respect are important life skills and are at the core of our daily routine. A large team of students and mentors works collaboratively to instill these lifelong principles. Our international students enrich our culture through appreciation of various ethnic differences. We explore the world through events and offer our senior students an opportunity to travel abroad yearly. SmartBoard Interactive learning, supported by online guided tutorials and remediation in Math, English Language Arts, Science and French are part of our services. Our Multimedia Center holds a library, SmartBoard technology, and an imposing computer lab. Students' research and learning needs are supported by a team of dedicated professionals. School life is vibrant with the majority of our students participating in extra-curricular activities ranging from sports to performing arts, to leadership. Our Community Learning Centre is recognized as a major and active partner in the community. New this year is Springboard, a daily study-hall period manned by our teaching staff. Chateaugay Valley Regional High School - a regional school where collaboration and respect are at the heart of our community! Our strength, our people!

Howard S. Billings Regional High School

The HSB Governing Board of was comprised of six teachers, two professional/support staff, eight parents, two student representatives, and two community representatives. They met ten times over the course of the school year, including the Annual General Meeting. Quorum was met each month, and members generally attended regularly. The main goals of the Governing Board were to promote school spirit, manage “measure” funds, resolve uniform issues, and ensure as much support to students as possible. Consultations included a review of the criteria for selecting a principal, the school’s Deed of Establishment, and the allocation of resources for schools and centers in the Board. The school community was kept informed of events, decisions, and various information via emails and letters home, the HSB Facebook page, and the school’s website. Some of the educational activities offered to students were the annual Poetry Slam, the Terry Fox Run, a Career Fair, motivational speakers including Rob Nash, Black History Month activities, a 14-Hour Famine, Aboriginal Culture Day, school-wide events recognizing residential schools, LGBT awareness, autism awareness, and anti-bullying, and the HSB Trailblazers character education program.

Chateauguay Valley Career Education Centre

CVCEC had another great year with all of the programs. The staff worked extremely hard on “Recognition of Acquired Competencies” and student retention. It is evident that the staff is dedicated and do what is necessary to ensure that each student is successful. The support of the First Nations Counsellors from Kahnawake also contributed to recruiting and retaining students this past year. We received a literacy measure in which we offered activities during the evening to support family literacy. Other Community Learning Centre type activities were taking place during the evenings at the Centre as well, and we are pleased to see the Centre viewed as a place for the community and not just a place for healthcare, carpentry or landscaping classes. Our Centre Director, Jean Bouchard, took his retirement at the end of December. John Hodges assumed some of the duties of the centre director until Daryl Ness was named interim Centre Director at the beginning of April. John Hodges and Debbi Templeton also took their retirement during the latter part of the school year. Debbi and John were long-time teachers at CVCEC, served as department heads, and were instrumental in CVCEC’s success over the years. Due to the low enrollment in the Landscaping program, it was decided to move Landscaping to HAECC so that students could obtain a double DEP in Horticulture and Landscaping. We hope that this change will entice more students to take our program and that Landscaping is revitalized.

Huntingdon Adult Education and Community Centre

We had another successful year at HAECC. Our community Learning Centre was busy four nights a week, throughout the day and even during the summer months. Our partnerships with the CSSS, Melissa’s Sunshine Camp, and *Cardio-Actif* brought services and resources into the Centre that benefitted our students and the community. The CSSS also provided us with a nurse one day a week which has helped our students tremendously. Our Horticulture program was successful again this year having one local class and one class in Listiguj. We were able to retain the Horticulture students with the help of the new partnership with our First Nations counsellors from Kahnawake who visit our Centre at least once a month. The Sunshine and Options classes for our adult learners with special needs topped off at almost 60 students. This program continues to expand and thrive due to our outstanding staff and the relationships that we have developed with the health care professionals and social services throughout the region. The adult education program struggled with low registration this year which is a direct result of declining enrolment and more successful students at the secondary level. Nevertheless we were able to send many students to vocational training and CEGEP because they obtained the prerequisites for these programs. As a Centre we continue to combat poverty in the region by creating access to health services, developing employment opportunities and by providing quality educational programs that meet the needs of our community.

Nova Career Centre

We focused on increasing our support for our students. We saw 647 and 279 students respectively in our vocational and academic programs. At our Graduation in June we celebrated over 400 students as they received their vocational or high school diploma. In honour of the late Erma Robidoux, a bursary award was given to the secretarial studies student who showed professionalism and perseverance. The team worked on a program for students with special needs. In addition, we set up a breakfast program for the entire centre with two stations where students were able to stop by in the morning to have a coffee, tea or juice, as well as toast, muffins, or even waffles. The funding was provided from our first annual Car Show and, for our under 18 students, we received support from Generation Foundations in Montreal. In January we began the consultation with our students for the Educational Project. In three sessions of 200 students each, we held town hall style discussions to decide our vision, mission, and goals for the next school year. The vision of our Centre is to provide adult learners with the opportunity to succeed. Our mission is to engage all students by supporting their learning needs, ensure a healthy and safe learning environment that meets with educational and industry standards, maintain and continue improving excellence in innovative teaching and learning, and contribute to the vitality of our learning community and expand our relationships with industry partners.

Objectives, Principles & Procedures for the Allocation of Resources to Schools & Centres

Annually, and as outlined in the *Quebec Education Act*, the New Frontiers School Board consults on the allocation of resources to its schools and centres.

This document outlines the objectives, principles and budgetary procedures for the equitable distribution of resources of the New Frontiers School Board.

In particular, this document:

1. Describes the content of schools' and centres' local budgets, allocations available to schools, and the centralized expenses absorbed by the School Board.
2. Covers the method used by the New Frontiers School Board to finance its various committees.
3. Includes the time line for the budgetary process.

Service Contracts

As outlined in Law 17, "*An act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises*", school boards must report service contracts entered into with a value of more than \$25,000 in the case of service providers operating a business, and of more than \$10,000 for service providers not operating a business.

For the period July 1, 2018 to June 30, 2019, the New Frontiers School Board entered into 12 service contracts greater than or equal to \$25 000, for a total amount of \$594,000.¹⁵

Bullying & Violence

As outlined in Law 56, "*An Act to prevent and stop bullying and violence in schools*", schools are obliged to report incidents of bullying and violence to the Director General's office, including the actions taken, and support provided to both the victim and the perpetrator. During the 2018-19 school year, the Director General received two reports.

The New Frontiers School Board continues to work with its school communities in the development of proactive approaches, early identification, and appropriate remediation efforts.

Every school and centre has an Anti-Bullying/Anti-Violence Plan in place.

Student Ombudsman

The Student Ombudsman's mandate is to examine complaints from students or their parents/guardian, in conformity with any applicable laws and/or by-laws, such as the by-law on the procedure for the examination of complaints from students or their parents established by the NFSB, the Education Act and the Regulation respecting the complaint examination procedure established by a school board.

The complaints' process is usually initiated by a parent, or sometimes a student, who directly contacts the Student Ombudsman (S.O.) or goes through the school administration to file said complaint. Typically, the complainant is asked to outline the situation in detail. The S.O. encourages this to help determine the best action to take next, including redirecting said complaint within the school administration for follow up. Also, active listening and simply meeting with the parents, to understand the situation, can often help resolve the problem. If, however, there is no resolution at school level, then the S.O. will get involved in the file review, following the duly established process.

The Student Ombudsman for the New Frontiers School Board is A. Linda Julien, Lawyer.

Student Ombudsman's Report

A. Linda Julien, Lawyer

This 2018-2019 school year, the Student Ombudsman received eight (8) parent complaints and one (1) adult student complaint concerning twelve (12) children, which were discussed and followed-up with either principals, or both the Secretary General and/or the Director of Educational Services or his Assistant. These complaints did not go through full regulatory Ombudsman process.

Observations & Recommendations

The S.O. felt that the aforementioned complaints did however justify follow-up; the ensuing recommendations are provided to the School Board as a result.

- Attention and adaptive measures for students with special needs. Consultation with parents, teachers and support staffs should reassure parents. Improved transition between school levels suggested.
- Improved communication between parents and school administration could minimize issues; mediation could be included, if needed. All of which to minimize negative impact on children and their school results.
- Bullying/intimidation cases must be rapidly identified, and corrective measures constantly assessed to protect vulnerable students/children.

In closing, the S.O. recommends to NFSB staff, that timely communication with parents and considerate responses to their inquiries can often resolve most problems. As to parents, they must also remember that schools can only deal with, and respond to, reasonable complaints, and what it is they are informed about. A collaborative approach is, at all times, recommended and encouraged.

Respectfully submitted,

A. Linda Julien
Lawyer
NFSB Student Ombudsman

Objective 1

By 2030, reduce by 50% the gap in success rates between various groups of students

The Policy on Educational Success speaks of success for all students. Some students are at greater risk of not completing their studies successfully due to diverse factors. The Minister has asked school boards to reduce the gap in success rates between certain groups of students.

Boys & Girls

Data Source:	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écarts entre les garçons et les filles 7-year graduation and qualification rate; "12 ans et moins" and "13 ans et plus"
NFSB Indicator:	Écarts entre les garçons et les filles 7-year graduation and qualification rate; "12 ans et moins" and "13 ans et plus"

BOYS & GIRLS	Reference Years	Gap	Gap Target	
Province of Quebec	2015-2016 Data (2008-2009 Cohort)		2022	2030
Boys	75.8%	8.6%	6.1%	5.0%
Girls	84.4%			
New Frontiers School Board	2015-2016 Data (2008-2009 Cohort)		2022	2030
Boys	70.3%	9.9%	5.0% max	5.0% max
Girls	80.2%			
NFSB Results	2016-2017 Data			
Boys	72.3%	16.4%	2022	2030
Girls	88.7%		5.0% max	5.0% max
NFSB Results	2017-2018 Data			
Boys	74.1%	13.4%	2022	2030
Girls	87.5%		5.0% max	5.0% max

Success rates are significantly lower amongst boys. Flexible pedagogy helps peak the interest of all students in recognition of their diverse interests. Adapting the curriculum, while providing valid and varied strategies, is also helpful. The challenge is for school teams to meet and analyse data in order to develop effective teaching strategies for target groups.

Students with Learning Difficulties & Special Needs

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écarts entre les élèves HDAA et les élèves ordinaires
NFSB Indicator:	Écarts entre les élèves HDAA et les élèves ordinaires

“EHDA”	Reference Years	Gap	Gap Target	
Province of Quebec	2015-2016 Data (2008-2009 Cohort)		2022	2030
EHDAA	51.8%	32.0%	25.3%	17.0%
Regular	83.8%			
New Frontiers School Board	2015-2016 Data (2008-2009 Cohort)		2022	2030
EHDAA	*39.3%	*44.7%	25.3%	17.0%
Regular	*84.0%			
NFSB Results	2016-2017 Data			
EHDAA	53.3%	33.3%	2022	2030
Regular	86.6%		25.3%	17.0%
NFSB Results	2017-2018 Data			
EHDAA	52.2%	35.7%	2022	2030
Regular	87.9%		25.3%	17.0%

EHDAA : Élèves handicapés ou en difficulté d'adaptation ou d'apprentissage

Students with handicaps, social maladjustments or learning difficulties with an Individualized Education Plan (IEP)

The proportion of students requiring extra support has increased Province-wide. The needs for early identification and timely interventions are key. The challenges are in the limited resources available.

Students in Secondary Schools Designated as “Disadvantaged”

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écarts entre les élèves selon l'indice de défavorisation de l'école fréquentée
NFSB Indicator:	Écarts entre les élèves selon l'indice de défavorisation de l'école fréquentée

DISADVANTAGED SCHOOLS	Reference Years	Gap	Gap Target	
Province of Quebec	2015-2016 Data (2008-2009 Cohort)		2022	2030
Disadvantaged	70.3%	7.1%	6.5%	0%
Intermediate	77.4%			
New Frontiers School Board	2015-2016 Data (2008-2009 Cohort)		2022	2030
Disadvantaged	72.8%	6.0%	4.5%	3.0%
Intermediate	78.8%			
NFSB Results	2016-2017 Data			
Disadvantaged	79.5%	3.3%	2022	2030
Intermediate	82.8%		4.5%	3.0%
NFSB Results	2017-2018 Data			
Disadvantaged	84.2%	-7.4%	2022	2030
Intermediate	76.8%		4.5%	3.0%

Based on the socio-economic environment index (SEI) of the public secondary school attended

Disadvantaged = SEI 8,9,10

Intermediate = SEI 4,5,6,7

Advantaged = SEI 1,2,3 –NFSB has no schools in this category.

The implications of a student’s socio-economic environment on their learning must be understood through research-based practices that ensure equal opportunity for all students. Staff training to implement supporting practices and common understanding of the implications is challenging as there are limited resources and time available for this purpose.

First Generation Immigrants

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écart entre les élèves immigrants de première génération et les autres élèves
NFSB Indicator:	Écart entre les élèves immigrants de première génération et les autres élèves

FIRST GENERATION IMMIGRANTS	Reference Years	Gap	Gap Target	
Province of Quebec	2014-2015 Data (2008-2009 Cohort)		2022	2030
First Year Immigrants	75.0%	3.8%	3%	2%
Second Year Immigrants	84.0%	5.0%	3%	2%
Other Students	76.0%			
New Frontiers School Board	2014-2015 Data (2008-2009 Cohort)		2022	2030
*First Year Immigrants	62.5%	14.1%	7.2%	2%
**Second Year Immigrants	78.3%	1.7%	3%	2%
Other Students	76.6%			
NFSB Results	2016-2017 Data			
*First Year Immigrants	80%	0.7%	7.2%	2%
**Second Year Immigrants	No longer available		3%	2%
Other Students	80.7%			
NFSB Results	2017-2018 Data			
*First Year Immigrants	57.1%	34%	7.2%	2%
Other Students	81.1%			

*First Year Immigrants are students who were born outside of Canada

**Second Year Immigrants are students who were born in Quebec but have one or more parents born outside of Canada.

The New Frontiers School Board has not ever, and currently does not, track “immigrant” students. The challenge is in developing a tool that will track this data moving forward.

Objective 2

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

Starting secondary school with a delay of one or more years may have a negative impact on a student's educational path, and ultimately on their educational success.

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Indicateurs nationaux - Formation générale des jeunes - Enseignement secondaire, édition 2017 : L'âge des élèves à l'entrée au secondaire
Date:	Report received March 2, 2018

	Reference Years	Targets	
Province of Quebec	2015-2016 Cohort	2022	2030
Proportion of Students	11.4%	11.4%	10%
New Frontiers School Board	2015-2016	2022	2030
Proportion of Students	4.7%	6% max	5% max
NFSB Results	2016-2017	2022	2030
Proportion of Students	9.8%	6% max	5% max
NFSB Results	2017-2018	2022	2030
Proportion of Students	10%	6% max	5% max
NFSB Results	2018-2019	2022	2030
Proportion of Students	8.9%	6% max	5% max

Research-based decisions need to be made on a case-by-case basis regarding student retention. Using the progression of learning, reaching competency needs to be viewed as a continuum; a student's measure of success is dependent on their individual ability. Educational Services works with schools to ensure parents, students, and teachers make the best choices for individual student success. A need for a system-wide understanding of the impact of retention on future educational endeavours must be explored.

Objective 3

By 2030, bring to 85% the proportion of students under the age of 20 who obtain a first diploma, and to 90% the proportion of students who obtain a first diploma or qualification.

The Ministry's graduation and qualification rate is determined by examining the rate seven years after students start secondary 1. The data follows the students who are registered with a school board in that year. The student who graduates or qualifies in a seven-year period, whether it be through the youth sector, the adult sector, or vocational sector, is reported in this statistic.

Data Source:	Quebec Ministry of Education, Recreation & Sport
Report:	Indicateurs nationaux - Formation générale des jeunes - Enseignement secondaire, édition 2017 : Diplomation & Qualification par commission scolaire au Secondaire
Date:	Report received March 2, 2018
Province Indicator:	Cohorte 7 ans
NFSB Indicator:	Cohorte 7 ans

	Reference Years	Targets	
		2022	2030
Province of Quebec	2008-2009 Cohort		
First Diploma	74.7%	-	85.0%
First Diploma or Qualification	78.8%	84.0%	90.0%
New Frontiers School Board	2008-2009 Cohort	2022	2030
First Diploma	73.9%	80.0%	85.0%
First Diploma or Qualification	77.7%	84.0%	90.0%
NFSB Results	2009-2010 Cohort	2022	2030
First Diploma	No longer available	80.0%	85.0%
First Diploma or Qualification	75.8%	84.0%	90.0%
NFSB Results	2010-2011 Cohort	2022	2030
First Diploma or Qualification	80.7%	84.0%	90.0%
NFSB Results	2011-2012 Cohort	2022	2030
First Diploma or Qualification	80.6%	84.0%	90.0%

Issues of continuity and transitions between schools, cycles and secondary to adult and vocational institutions are a challenge within our system. There is also a need for resources, as well as time for school teams to meet to evaluate the needs of individual students. Information and support must also be provided to parents and students in order for families to understand their options and to make the best decisions.

Objective 4

By 2030, bring to 90% the success rate on the Elementary Cycle 3, Year 2 English Mother Tongue Ministry Exam, Written Component (Production).

While the Minister's objective refers to Language of Instruction in Elementary 4 (Cycle 2, Year 2), a compulsory Ministry examination in English Language Arts at that level does not exist. NFSB will instead be using the results in the Ministry-set examination for the end-of-cycle 3. An annual marking centre for all grade 6 ELA teachers has been established to ensure Board-wide standards.

Data Source:	New Frontiers School Board
Report:	GPI result entered by grade 6 teacher for end-of-cycle 3, ELA MEES examination for competency 2 (Production)
Date:	Data retrieved March 7, 2018

	Reference Years	Targets	
Province of Quebec	2008-2009 Cohort	2022	2030
Success Rate	NA	90%	90%
New Frontiers School Board	June 2017	2022	2030
Success Rate	98%	90%	90%
NFSB Results	June 2018	2022	2030
Success Rate	92%	90%	90%
NFSB Results	June 2019	2022	2030
Success Rate	93%	90%	90%

Although the NFSB success rate is above the target set by the Ministry, we continue to strive for an increase in individual student results and will focus on early intervention strategies and support for strong literacy skills.

Objective 5

By 2030, ensure that all school buildings are in satisfactory condition

The indicator for “satisfactory” is the alphabetic building condition index provided by the “Système Informatique de Maintien des Actifs des Commissions Scolaires” (SIMACS) system. The rating is based upon the amount of investment required for a building to be able to deliver the same service as a newly constructed school or centre. An “A” corresponds to a building condition of 95%-100%, a “B” to 90%-95%, and a “C” to 85% to 90%.

Data Source:	Quebec Ministry of Education, Recreation & Sport
Report:	SIMACS (système informatisé de maintien des actifs des commissions scolaires)
Date:	January 2018

	Reference Year	Targets	
Province of Quebec	2016-2017	2022	2030
Percentage of buildings in satisfactory condition	68.0%	85%	100%
New Frontiers School Board	2017-2018	2022	2030
Percentage of buildings in satisfactory condition	78.6%	85%	100%
NFSB Results	2018-2019	2022	2030
Percentage of buildings in satisfactory condition	83.9%	85%	100%

Maintaining safe and hospitable learning environments has been a priority at New Frontiers for many years. One challenge that is faced by our Board is that our buildings are six years older than the provincial average. Since the Ministry calculates that buildings age by 2% per year, we will continue to manage our investment in our buildings, while optimizing funding opportunities, to ensure that we meet this objective.

Orientation 1

Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to *PIAAC 2022

The New Frontiers School Board has always placed a great emphasis on literacy skills. In this orientation, it is understood that New Frontiers will focus on increasing literacy skills in the English language. While there is no specific time line identified in the Policy on Educational Success, the target is to increase the proportion by 5%; it is currently at 47%.

Based on the Politique gouvernementale de l'éducation des adultes, our Adult Education Centres already offer a variety of services aimed at increasing the level of literacy and academic knowledge of those adult students in our classrooms.

Strategies:

- ACGC - Academic & Career Guidance Content, focused on three categories of knowledge: Self Knowledge, Knowledge of the World of School, Knowledge of the World of Work
- Partnerships with community partners will be vital
- Use our Community Learning Centres (CLCs)
- Increase the service of Social Integration and Social-Vocational Integration and semi-skills programs.
- Offer diversified services in General Education and Vocational Education; enhance the offering of Vocational Education programs.
- Strengthen transition strategies (elementary, high school, adult education)
- Raise awareness of current literacy levels and the impact on student success based on current research
- Develop literacy section on our websites to offer resources

2018-2019 Report

- ACGC implemented in all schools;
- Social Integration Services programming is now offered in two Centres;
- Through community partnerships, the following programs were offered:
 - Read, Lead, Succeed (PRAC/IRC)
 - Rocking Readers
 - Family Book/Movie Night
 - Pre-K Parent Literacy workshop
 - Computer Literacy for Seniors
 - After School tutoring (*UneAffairedeFamille*)
 - History Throughout the Generations - Book
 - MWCN Book Club
- Family Reading Night “GameOn/CVCEC”;
- English Second Language courses offered to adult students;
- Transition strategies – elementary, high school, adult education – strengthened;
- The Youth-Adult Councillors Committee developed a process for following at-risk students.

*PIAAC – Programme for the International Assessment of Adult Competencies

- Policy on Educational Success - Objective 5
- MEES Strategic Plan 2018-2022 - Orientations

Orientation 2

Have elementary students physically active at least 60 minutes per day

The New Frontiers School Board has been working consistently for the last four years to incorporate physical activity throughout the school day. The importance of healthy living and its impact on student success is a priority for all staff.

Strategies:

- In 2018, two schools are piloting Measure 15023, «A l'école, on bouge au cube »
- Pierre Lavoie Programs
- Healthy Eating and Active Living (HEAL) Committees - School & School Board Level
- Student Coalition Initiatives
- Embed movement in daily classroom activities, e.g.: BOKS Program (Building Our Kids' Successes)
A free program that gives kids a body and brain boost that sets them up for a day of learning (in class)
 - Partnerships with the municipalities, CISSMO, CLCs, colleges (Community Recreation Leadership Training Program), and community organisation, etc.
- Intra-board sports tournaments
- Individual school initiatives... (intra-murals, extracurricular activities)
- Get parents involved in lunch-hour games with kids
- Board-wide initiatives in the schools at the beginning of the day

2018-2019 Report:

- Increased emphasis on outdoor and free play
 - Outdoor classrooms
 - Outdoor kitchens and play areas
 - New playground structures
- Health Eating & Active Learning (HEAL) Committee is active and has been working on the promotion of the BOKS Program (Building Our Kids' Successes).
- Participation in Pierre Lavoie Programs
- Three schools involved in «A l'école, on bouge au cube »

Reference :

- *Politique de l'activité physique, du Sport et du Loisir : Québec, on Bouge! - Objective 4*