



New Frontiers School Board

214 McLeod, Chateauguay, Quebec J6J 2H4

www.nfsb.qc.ca

2019-2020 Annual Report

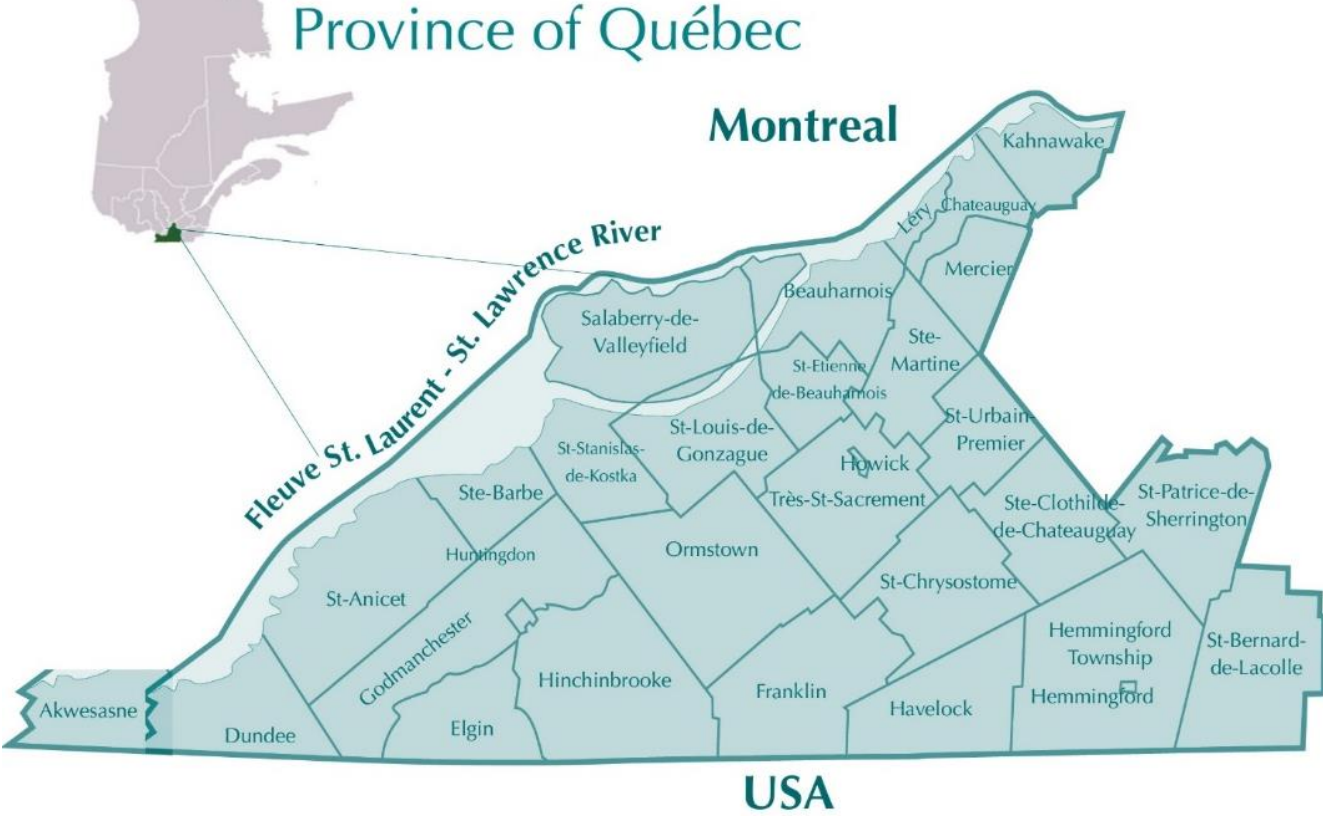
Year Two Results

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 2019-2020 Annual Report was deposited with the Minister of Education, Jean-François Roberge, on December 18, 2020, using the Government's Collecte-Info site.

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

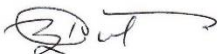
The Ethics Officer's mandate is to examine any expressed complaint directed towards a commissioner, and to determine, when applicable, if a commissioner has been in contravention of the "Code of Ethics & Professional Conduct for Commissioners". In the case of an identified contravention by a Commissioner,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

Pursuant to my obligations in regards to Section 11.2 of the Code of Ethics & 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 2019-2020 academic year ending on June 30th is without incident or complaint.

Respectfully submitted,



Bernard Huot
NFSB Ethics Officer
October 16, 2020

Chair - David D'Aoust

Division #1 – Raymond Ledoux

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 Mohawk Territory of Kahnawake.

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-Clotilde, 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 Mohawk Territory of Akwesasne.

Commissioners Representing the Parents:

Dana Hoshowatiuk	Secondary Representative
Shannon Keyes	Special Needs Advisory Committee
Debra Wright	Member at Large
Anne-Marie Yelle	Elementary Representative

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	Mike Helm

Department Directors

Continuing Education	Chantal Martin
Educational Services	James Walker
Financial Services	Terence Savoie
Human Resources	Cuthbert McIntyre
Material Resources	Kevin Harvey, retired January 2020 Eric Colbert, named February 2020

School & Centre Activity Reports

Centennial Park School

Jo-Anne Daviau, Principal

To say that 2019-2020 was an unusual year would be an understatement. Until the forced shutdown in March due to the COVID-19 Pandemic, CPS was running like the well-oiled machine it is reputed to be. Staff and students were engaged in various projects and the pedagogy using technology at all levels, including all the robotics equipment, was supporting learning in more ways than we could hope for. Many of the planned professional development opportunities were cancelled after the March shutdown but the staff made some quick turnarounds and participated in webinars to hone their distance-teaching skills. As student participation was sporadic at various levels, our resource teachers reached out to families on a regular basis to make sure all students were well-supported, and learning was continuing to take place at home. CPS was prepared to welcome students back in early May but, following Santé publique directives, we were only able to only open for a few days at the end of June. We hoped for a larger number of students returning, nonetheless, we managed to create a fun learning environment and pushed through to the end for 20 or so returning children. Once the school closed for summer, our efforts focused on the back-to-school in September. Planning student assessments and determining how instruction would be adapted and modified was everyone's priority as well as creating a comfortable and welcoming 'new normal'. We are looking forward to surpassing the quality of education and a valuable school experience for all students.

Franklin Elementary School

Eveline Holzhauer-Taylor, Principal

While our enrollment declined somewhat with the graduation of a large group of Grade six students; we now have a steady enrolment of 55 students, our small school continued to grow its outdoor classroom, with the addition of a theater stage, seating, outdoor library, and a 'buddy bench'. Students participated in activities both at the school and in our community year-round. We continued our partnership with Blair's Orchard, students visited the Fire Station and a dairy farm, and Grants Bakery in Huntingdon came to FES to bake with the students. We participated in the Cross-Country Run at the Battle of Chateauguay Historical Site, and our Grades 5 & 6 students took part in the badminton and basketball competitions against the other elementary school students in the valley at Chateauguay Valley Regional High School. Our full-time Four-Year-Old Kindergarten Program continued with an enrolment of 7 students. The 0 to 3 play-group continued with weekly groups led by our partner, the Family Resource Centre in Huntingdon. Unfortunately, due to the Covid-19 Pandemic, our Community Science Night, Literacy Night, and several other cultural outings had to be cancelled. We are continuing to use the philosophy of Universal Design for Learning in our classrooms and saw the implementation of PBIS (positive behaviour intervention systems), a house league team, and "Chunka-Chunka", which is a flexible daily start-up. FES continues to offer a unique learning experience and parents respond by choosing our wonderful, nurturing programs.

Gault Institute

Marc Brindle, Principal

Despite a year like no other, the Gault community rallied and came together to support the students in our care. This was the first year of a new project that provides students who struggle in reading, starting in Grade three, with an electronic device to help them read more autonomously. These devices are supported by Word Q and Speed Q. To help with physical activity, and with the support of our CLC and Phys Ed Department, we offered a myriad of opportunities, such as cross-country running, basketball, and cup-stacking. Our Grade five and six students were involved in some activities to help them learn about – and maybe find – potential careers. With the support of our school psychologist, teachers were trained on how to look out for potential anxiety issues in students. One of our CLC partners came to teach our students and staff about breathing exercises and meditation; each group has been seen three times by this trainer. We had plans to do more, but the Covid19 Pandemic put our plans on hold. We have hope for the future, as we all learn to navigate life in new ways.

Harmony Elementary School

Serge Dubuc, Principal

It was a different year with the shut down in March due to the pandemic. At school and online, we continued to focus our efforts on early literacy initiatives and approaches. We targeted reading comprehension from Kindergarten to Grade 6 with approaches such as S.T.A.R.T, Six Traits of Writing, and Reading Power. This resulted in higher GB+ and PM Benchmark results and the acquisition of literacy skills throughout all cycles. Harmony continued with monthly Character Education Assemblies, and student-led anti-bullying campaigns. We had initiatives such as School Hoodies and a school news bulletin that were coordinated by the Student Council and Student Coalition. Many extracurricular activities took place, such as basketball, yoga, drawing club, reading club, extra help in Math and French, Music and Choir performances, etc.... Harmony works hard to respond to the needs of all students. 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 Parent Participation Organization (PPO) ran several fundraisers and held activities at Halloween and Christmas. The Governing Board ran efficient 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, we were able to purchase two new outdoor basketball nets for our students to enjoy.

Hemmingford Elementary School

Eveline Holzhauer-Taylor, Principal

With an increased enrolment of 110 students, HES continued its tradition as a community leader and place of gathering. Our Grades 5 & 6 students took part in badminton and basketball competitions against the other elementary school students in the valley at Chateauguy Valley Regional High School and we participated in the Cross-Country Run at the Battle of Chateauguy Historical Site. Our full time Four-Year-Old Kindergarten Program continued with an enrolment of 15 students. In February, students from Pre-Kindergarten to Grade four went on a field trip to the Aquadome, while our Grade five and six students had an over-night adventure at L'Estacade. A winter carnival was enjoyed by all students at the Mt. Romeo "Centre de Plein Air" in St. Bernard de Lacolle. In February, HES held its fourth, 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 a weekly basis; pairing older students with younger ones. The many events throughout the month culminated with our Family Literacy Night where students and their families came to school to take part in several activities to promote reading. Unfortunately, other planned activities, and several cultural outings had to be cancelled due to Covid-19. Fundraisers were organized by our parents to help off-set transportation costs for students' trips. We look forward to working with our stakeholders and continuing to build on our initiatives to create an inviting, supportive, and nurturing environment where our students learn and grow.

Heritage Elementary School

Collin Thomas, Principal

The 2019-2020 school year saw Heritage Elementary focus on initiatives regarding the academic and socio-emotional learning of its students. Academic objectives included a focus on French second language attainment and student success. An after-school program was initiated by school staff to meet with various grade levels of children to help support their learning and deepen their understanding of the French language. Teachers and Technicians rotated through the responsibility of working with students afterschool to help support them through their learning. In keeping with the academic stream, school staff felt that it was time to look at implementing an integrated approach to remediation and enrichment programme. It was decided to explore a structure that would allow the mixing of groups according to need and to take 30 minutes within the school timetable to work on remediation and enrichment in the areas of numeracy and literacy. Unfortunately, with the onset of school closures in March, much of the planning was set aside. The school continued to focus on the Second Step Programme for socio-emotional learning. The focus of this programme is to build and reinforce the emotional skill of empathy and to work on solving social and relationship problems using a proactive approach. Everyone participated in student assemblies where character pillars and second step worked hand in hand, helping students to develop and deepen important socio-emotional skills. In the classroom, time was spent working on developing social skills while implementing subject specific material in the process.

Howick Elementary School

Melanie Primeau, Principal

We started the year with our Welcome Back Day & BBQ where parents bring in supplies, meet teachers, and register for the breakfast program and the cafeteria. Our K4\K5 students went apple picking, our Cycle 1 students went to the bird sanctuary on Ile St-Bernard, and Cycle 3 students visited mummies at Musée des Beaux Arts. We held our craft fair and our Scholastic book fair. We also participated in the cross-country run at Battle of Chateauguay, a volleyball tournament, a badminton tournament and our annual basketball tournament. Grade 2-6 students were able to see the production of Mary Poppins at CVR and they loved it! Every month, we had different partners run activities with our grade 1-6 students to enable teachers a common planning time. Students also went to the Heritage Museum in Howick and curled with Mr McC and Mme Andreeanne. Miss Carmela organized Recess Rangers with an ELAN grant, and Tina Bye along with Miss C, Miss Erin, and the leadership group, organized a toiletry drive for Le Centre de ressources familiales in Huntingdon. We raised over 4000\$ for Terry Fox, and Cycle 1 took part in “Sock it to me”, an initiative which collects socks for homeless shelters. After the return to school, we had three bike weeks where students brought their bicycles to school to learn about bike safety. We had movie nights, and our annual Christmas concert which we broadcast live on Facebook. During the Covid19 confinement period, our staff stayed connected with the students and made sure to answer their needs. Most of the school offered daily meetings to support all three core subjects.

Mary Gardner School

Lynn Harkness, Principal

This year Mary Gardner School focused on meeting the needs of our students with the emphasis on early identification and intervention, supporting student successes both academically and socially, highlighting social-emotional learning as an important element in the lives of our students. We centered many of our resources and support initiatives on literacy development throughout the school. In collaboration with our resource team and homeroom teachers, our W.I.N. Time (What I Need Time) project, was developed to support our students in their literacy, and specifically, their reading development. The project was designed to provide all M.G.S. students with an added opportunity to read on a daily basis and to help support our at-risk students develop their reading skills. Our Kindergarten Programs (K4 & K5) pride themselves in developing the whole child as they continue to use the Daily 5 and Play 5 models to support our newcomers in their journey of lifelong learning. Healthy and active living is respected by both students and our faculty as we live and lead a healthy lifestyle by example with our healthy snack and our « À l'école, on bouge » initiatives. As a team of educators, we sought out professional development opportunities related to distance learning, teaching and evaluation. We also continue to better ourselves in the realm of technology, ready to provide a solid online educational experience, if need be. We look forward to another great year ahead.

Ormstown Elementary School

Joanne Henrico, Principal

The fifth edition of our “Welcome Back to OES” day kicked off the 2019-2020 school year, where both parents and students joined the school team for the first day of school. The new school year saw the addition of a second Learning Centre to support our students with special needs from schools in the Chateauguay Valley. This allowed our school to create a Junior and Senior level to better meet the needs of our diverse population. Our Educational Project focused on the staff’s collaborative instructional planning that took place while our students were engaged with their Option classes, which were primarily funded by measure funding targeting “Innovative Projects”. These classes provided students with hands-on learning opportunities in the areas of visual arts, sports, cooking, technology, music and creative arts. Our staff focused on developing their understanding and collective approaches of reading fluency as well as the “Zones of Regulation” - a curriculum designed to foster emotional regulation. Our work with SEL was also supported by a \$1200 grant from the Montérégie West Community Network which helped the school purchase professional resources. Our Cycle 3 students geared up after the holidays for our performance of the musical, Hercules. Unfortunately, this event, along with a number of other initiatives, were curtailed by the closing of schools due to the pandemic. OES was among the first schools to reopen in the province in May, with our entire team supporting those students who returned and those who continued their learning from home. OES is a place to grow and learn; where our mission is student success.

St. Willibrord Elementary School

Caroline Beaulieu, Principal

What a great school community! We were involved in several partnerships, including: an exercise group with Gilles Cloutier; Air Cadets; Irish Dancing with Janice Young; and Bouge-Au-Max. Unfortunately, due to a flood in our library and therefore a lack of space during the day, we were unable to host the Monterege West Community Network. We continued to enhance our awareness of Indigenous Cultures by participating in Orange Shirt Day, although we did have some controversy over the fact that we did not celebrate on the official day. This was done so that we could invite community members – who are unavailable on the actual day – to speak with our students. We had planned to celebrate our 2nd Annual National Indigenous Culture Day on June 21, but due to Covid guidelines, we were unable to do so. I, along with four members of our Kindergarten Team, was part of a Killingbeck Scholarship group that visited the Sunflower Schools in Ontario. These schools and daycares educate children from 18 months to five years following the “Reggio Emilia” approach which corresponds well with the Quebec Preschool Program. Like everyone, we dealt with the closure of schools, re-openings, online learning, and Academic Camps. 56% of our staff returned to the school to prepare for those 26 (of 372) students who attended our Academic Camp; a small group but effective in demonstrating the power of small group interventions. This was not the year we expected, but the St. Will community rallied to ensure “growth for all.”

Chateauguay Valley Regional High School

Brigitte Barrette, Principal

Three streams are offered to our students: 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 our students. Our transition efforts support the elementary students’ progression to high school and 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 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 different events and offer our senior students an opportunity to travel abroad annually. 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 a 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 extracurricular 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, online learning, as well as an extended lunch period to accommodate the constraints of Covid19. Chateauguay Valley Regional High School – an adaptable milieu where collaboration and respect are at the heart of our community! Our strength, our people!

Howard S. Billings Regional High School

Lynn L’Esperance, Principal

The Howard S. Billings Governing Board was comprised of six teachers, two professional/support staff, eight parents, and one student representative. They met ten times over the course of the school year and held two additional special meetings over the summer to discuss changes to the school as a result of evolving Covid19 guidelines and regulations. The main goals of the Governing Board were to promote school spirit, manage “Mesure” 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. After confinement on March 13, communications home transitioned from hard copies to online through email and social media posts. We worked hard to ensure all our students were able to access their NFSB Student emails, provided laptops to every family that requested one, and transitioned all our classes to Teams in the spring; we also provided Academic Camp to our most vulnerable students. Our staff pulled together, and we were able to offer one of the most inclusive and complete on-line school schedules in the province, with all scheduled classes running everyday, albeit on a reduced timeline. We maintained close contact with students and families with weekly phone calls from staff to verify that both academic and socio-emotional needs were being met. We closed the year with a drive-through graduation, with great staff and community participation.

Chateaugay Valley Career Education Centre

Derek Stacey, Centre Director

Our focus was on student success and wellbeing. We welcomed 240 vocational students through our doors under some challenging learning conditions. Unfortunately, we were not able to host a traditional graduation ceremony, however we did have individual celebrations as each class completed their Diploma. In November, we were granted an authorization to offer the Health Assistance & Nursing program for three school years. Working with our Governing Board and the Centre in Huntingdon (HAECC), we hired a Counsellor in Re-Education to help our students with mental health challenges. With the pandemic, the timing of this addition was perfect. Before the pandemic we were increasing our footprint in the community, and through partnerships with the Montérégie West Community Network (MWCN) we offered services for our local community, even during times of provincial shut-downs. Our Health Care team worked closely with their students in the Institutional & Home Care Assistance program and successfully graduated the cohort. This put us in an excellent position to offer the program “Support for Assistive Care in Long-Term Care Centres” that was later mandated by the provincial government. Our Carpentry team faced challenges as this program does not lend itself well to online learning. That being said, the team created some online content and provided great support. Through all the challenges of this exceptional school year, our staff and students comported themselves with compassion and professionalism that exemplified excellence and the true meaning of community.

Huntingdon Adult Education and Community Centre

Derek Stacey, Centre Director

Our focus is student success, inclusion, and wellbeing. We welcomed 27 students in our vocational programs and 63 in our academic, including 39 Social Integration students. Although we were unable to meet as a group for graduation, we held multiple individual success ceremonies for our students. Several of our Horticulture and Landscaping Operations students received bursaries on behalf of the *Commission des partenaires du marché du travail*, which were well received and appreciated during the ongoing pandemic. We celebrated winter with a carnival that was well attended by both vocational and academic students. Hot chocolate and treats were provided by the SIS teams through funds raised by our annual holiday plant sale. We also went forward with our boutique TO.US, stocked with items crafted by our SI students, who will also handle the staffing. Our trial run, the same day as the plant sale, was deemed a success. At the beginning of the pandemic, our teams mobilized and reached out to our most venerable students. Practices that were developed then, have been incorporated into our way of working, and continue to this day. In place of our annual spring plant sale, we decided to donate our plants to the essential workers in our communities. In total, more than 200 plants and flowers were distributed by volunteers from HAECC and NOVA to staff of our CHSLDs and local grocery stores. Although the second half of the school year was certainly uniquely challenging, it brought us closer together as a team.

Nova Career Centre

Bonnie Mitchell, Centre Director

The team at Nova worked hard on our educational project this year. With student success as our vision, we focused on the students and their needs. We saw close to 200 students in our vocational and academic programs graduate despite the pandemic constraints. Our Graduation took on a new look as the vocational programs celebrated individually, and the academic team visited the graduates outside their homes with diploma and a cap and gown for pictures. The team also worked servicing students with special needs. In our new procedure, a student’s special needs were signalled immediately, and a profile created before they started school. This increased our success rate as students in their individualized “student success plans” were in action early on. In addition, we continued our breakfast program for the entire centre with two stations organized by the teachers. The funding was provided by our annual Car Show and we received support from Generation Foundations for our students under 18. Student support was increased by the support of a centre psychologist as a special project. When the centre closed for the 44 days, we mobilized as a team and quickly transformed our teaching to be online. We communicated with students daily through email, zoom and the Remind App to keep them connected to us throughout the pandemic lockdown. We opened again on May 25th and the year ended with full attendance on most days as students were happy to be back at the centre.

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, 2019 to June 30, 2020, the New Frontiers School Board entered into seven service contracts equal to or greater than \$25 000, for a total amount of \$339,502.

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 2019-20 school year, the Director General received four 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

The 2019-2020 school year was an exceptional year for the education system, as for the whole population generally, being confronted with the COVID-19 pandemic. This pandemic forced all interveners to rethink the whole system, to adequately protect its users: students, teachers, support personnel, administration and even the busing system clients, in terms of sanitation, precautionary measures, hygiene and security while ensuring ongoing quality education, adapted to the important constraints imposed upon the system.

To have to quickly organize irregular attendance at school, online courses, assess adequate resources, calculate costs, and bring everything up to par was not easy for anyone. The NFSB spared no effort to comply however it is normal that preoccupations, frustrations, and complaints would be voiced. Following is an enumeration of complaints (youth sector level only) expressed during this period. These complaints did not go through the full regulatory Ombudsman process and were redirected to administration, with S.O. involvement.

- Busing, both as to scheduling modifications and capacity to respect norms and requirements for the security of the students;
- Quality of online courses and access;
- Assessment method of courses, such as how to fulfill lost schooling time, the value of courses/diplomas, recognition of homework/assignments;
- Process linked to failing or passing courses; justification of results;
- Cleanliness/adequateness of school rooms and common spaces, quality of air in the schools, wearing or not (mandatory) of masks in classes and in school;
- Sports and other school activities not being maintained;
- Respect of physical distancing by all concerned;
- Parents wanting to know the process when COVID cases were identified in their children's class /school and the consequences;
- Concern as to students dropping out of school due to a lack of interest, anxiety, isolation;
- Parents requesting notification in a timely manner, and consultation as to decisions of importance that could impact their children, especially those going from one level to another, like to high school or CEGEP.

More than ever, collaboration between all levels of the system must exist for the sake of the students.

Wishing good health and good spirits to all.

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
NFSB Results	2018-2019 Data			
Boys	77.3%	9.1%	2022	2030
Girls	86.4%		5.0% max	5.0% max

Success rates are lower amongst boys, but trending in a positive direction. Pedagogical Consultants continue to work with school teams to focus on differentiated instruction and providing instruction in a means that is connected to the world. Adapting the curriculum, while providing valid and varied strategies, is also helpful. School teams continue to progress in using data to identify at-risk learners.

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
EHDA	51.8%	32.0%	25.3%	17.0%
Regular	83.8%			
New Frontiers School Board	2015-2016 Data (2008-2009 Cohort)		2022	2030
EHDA	*39.3%	*44.7%	25.3%	17.0%
Regular	*84.0%			
NFSB Results	2016-2017 Data			
EHDA	53.3%	33.3%	2022	2030
Regular	86.6%		25.3%	17.0%
NFSB Results	2017-2018 Data			
EHDA	52.2%	35.7%	2022	2030
Regular	87.9%		25.3%	17.0%
NFSB Results	2018-2019 Data			
EHDA	66.2%	14.9%	2022	2030
Regular	81.1%		25.3%	17.0%

EHDA : 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 is increasing Province-wide. The New Frontiers School Board continues to apply the additional measure funding to support at-risk-students in a fashion targeted to local needs. This funding also supports increased early identification. The challenges with resources remain.

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%
NFSB Results	2018-2019 Data			
Disadvantaged	73.5%	7.3%	2022	2030
Intermediate	80.8%		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 New Frontiers School Board has a small sample size of students. This objective compares the results of our two high schools; one disadvantaged and one intermediate. Schools continue to use response to intervention strategies to support at-risk students.

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:	Écarts entre les élèves immigrants de première génération et les autres élèves
NFSB Indicator:	Écarts 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%			
NFSB Results	2018-2019 Data			
*First Year Immigrants	75%	1.6%	7.2%	2%
Other Students	76.6%			

*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 the limited sample size of students creating wide variability in the results.

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
NFSB Results	2019-2020	2022	2030
Proportion of Students	Data unavailable	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. *At the time of reporting, data for the 2019-2020 school year was unavailable.*

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

Province of Quebec	Reference Years	Targets	
	2008-2009 Cohort	2022	2030
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%
NFSB Results	2012-2013 Cohort	2022	2030
First Diploma or Qualification	77.9%	84.0%	90.0%

Adult & Vocation Education Sector: With a higher than average employment rate across the province (Statistics Canada - September 2018 - unemployment rate at 5.3%), the Adult General Education and Vocational Education sector saw students leaving their current programs to seek employment, thus having a direct impact on success rates. A second factor contributing to the percentage drop in the adult and vocational sectors is the challenges faced with students' continuity and transitions between schools, cycles, and from secondary to adult and vocational centres within our system. Information and support to parents and students must be understood and communicated on a more consistent basis to understand their options and make the best decisions.

Youth Sector: The NFSB rate of first diploma or qualification for the 2012-2013 cohort shows a slight decrease of 3.3% from the 2011-2012 cohort. This decrease could be the result of an increase in students leaving the school board (57 students in 2011-2012 and 64 students in 2012-2013, a 7-student increase). Also, two students have on-going studies in the vocational education sector, and six students are now studying in the adult general education sector.

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%
NFSB Results	June 2020	2022	2030
Success Rate	No exam this year	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, such as:

- START program (a literacy intervention program);
- Daily 5 and CAFÉ (strategies to improve reading and writing);
- Targeted resource for students in need;
- Books by literacy levels (leveled readers);
- “RAZ Kids” are subscriptions that parents can access for leveled readers at home; students can record themselves reading to practice fluency;
- Adapting Individualized Education Plans (IEPs) to ensure proper strategies are in place for students with codes or at risk.

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 Maintenance 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%
NFSB Results	2019-2020	2022	2030
Percentage of buildings in satisfactory condition	Data unavailable	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. At the time of reporting, data for the 2019-2020 school year was unavailable.

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

2019-2020 Report

Through the first portion of the year, the following strategies were in place. However, like everyone we were faced with the Covid-19 Pandemic, and a system closure in March 2020.

- Social Integration Services programming available 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 (*Une Affaire de Famille*)
 - History Throughout the Generations - Book
- English Second Language courses offered to adult students;
- 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:

- Healthy Eating and Active Living (HEAL) Committees - School & School Board Level
- Student Coalition Initiatives
- « A l'école, on bouge au cube »
- Pierre Lavoie Programs
- Embed movement in daily classroom activities, e.g.: BOKS Program (Building Our Kids' Successes)
- Sports programs – intramural, intra-board, and inter-board
- Individual school initiatives

2019-2020 Report:

Through the first portion of the year, the following strategies were in place. However, like everyone we were faced with the Covid-19 Pandemic, and a system closure in March 2020.

- Increased emphasis on outdoor and free play
 - Outdoor classrooms
 - Outdoor kitchens and play areas
 - New playground structures
- Health Eating & Active Living (HEAL) Committee is active and has been working on the promotion of the BOKS Program (Building Our Kids' Successes).
- Two 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*