



New Frontiers School Board

214 McLeod, Chateauguay, Quebec J6J 2H4
www.nfsb.qc.ca

2020-2021 Annual Report

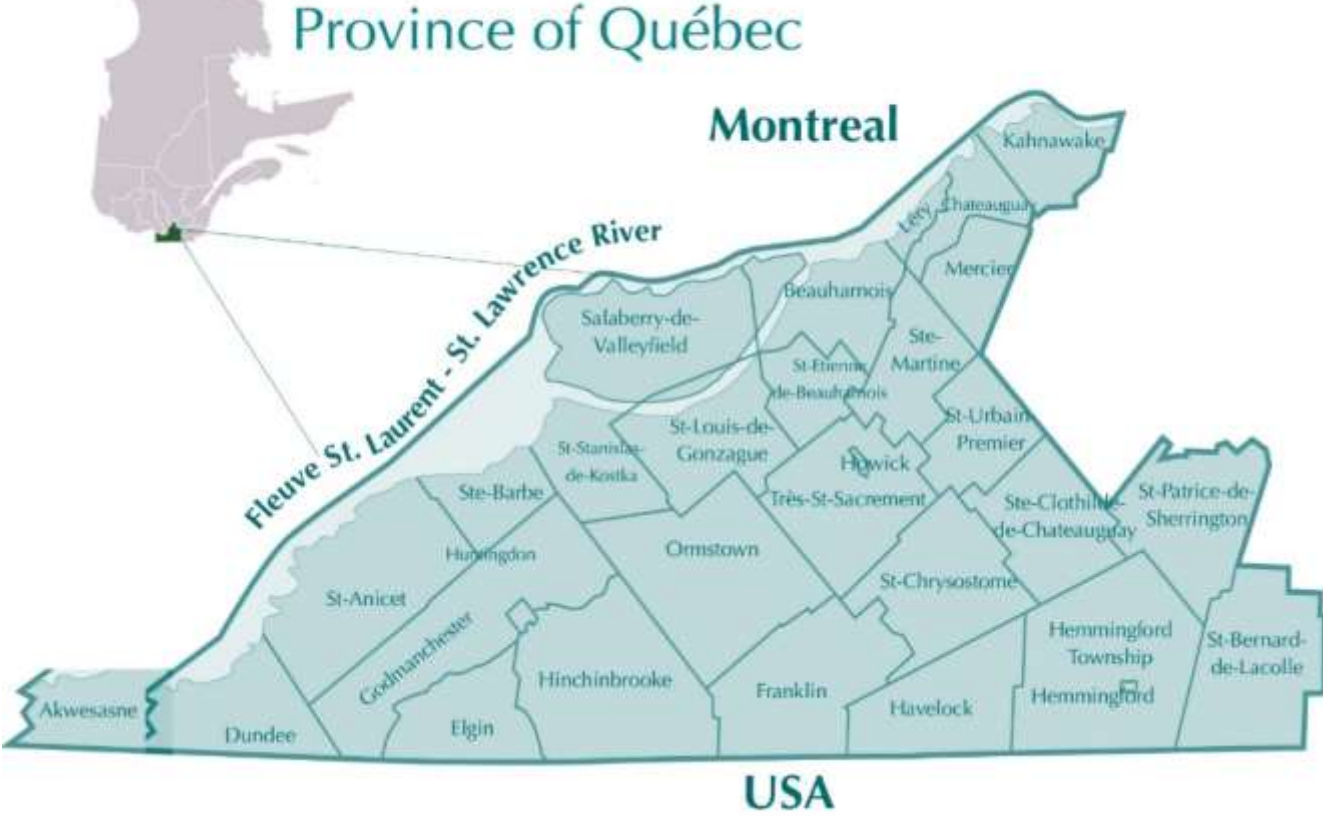
Year Three Results

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 2020-2021 Annual Report was deposited with the Minister of Education, Jean-François Roberge, on December 21, 2021, 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; during the 2020-21 school year, due to the Covid19 Pandemic, meetings were held virtually, using the Teams platform.

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:

Following my obligation in regards to Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners please be advised that my Annual Report of activity for the school year 2020-2021 ending on June 30, 2021 is without incident or complaint.

Respectfully submitted,



Bernard Huot
NFSB Ethics Officer
November 22, 2021

School Elections – November 1, 2020 - In accordance with Article 160.1 of the Quebec School Elections Act, the Council of Commissioners was in "black out" as of September 27, 2020 due to school elections taking place on November 1, 2020. These elections were postponed twice and, as of June 30, 2021, had not yet taken place.

Chair

David D'Aoust – July to November 2020

John Ryan - Elected by acclamation, November 2020

Division #1, Raymond Ledoux – Re-elected by acclamation, November 2020

Includes the Town of Lery, and the 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. Includes Ile Saint-Bernard.

Division #2, Karin Van Droffelaar – Re-elected by acclamation, November 2020

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. Includes the Mohawk Territory of Kahnawake.

Division #3, In Election

Represented by Lina Chouinard until elections take place

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 Blvd to the starting point.

Division #4, In Election

Represented by Kenneth Crockett until elections take place

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 Blvd to the starting point.

Division #5, Howard (Buzz) Gibbs – Re-elected by acclamation, November 2020

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

Division #6, Abdul Pirani – Re-elected by acclamation, November 2020

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

Division #7, Dianne Eastwood – Re-elected by acclamation, November 2020

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 – Re-elected by acclamation, November 2020

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

Division #9, Barbara Ednie – Re-elected by acclamation, November 2020

Includes the municipalities of Elgin, Hinchinbrooke, and Franklin.

Division #10, Debra Wright – Elected by acclamation, November 2020

Includes the municipalities of Saint-Anicet, Sainte-Barbe, Dundee, Godmanchester and Huntingdon. 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, July to October

Bart Jeuris

Member at Large, Elected in November

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 intercultural 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
Assistant Director General
Secretary General

Rob Buttars
Mike Helm
Mike Helm

Department Directors

Continuing Education
Educational Services
Financial Services
Human Resources
Material Resources

Chantal Martin
James Walker
Terence Savoie
Cuthbert McIntyre
Eric Colbert

School & Centre Activity Reports

Centennial Park School

Jo-Anne Daviau, Principal, July to December 2020;

Cher Farnham, Interim Principal, December 2020 to March 2021;

Sylvie Dumouchel, Interim Principal, March to June 2021

To say that 2020-21 was yet another unusual year would be an understatement. While still navigating the global pandemic, the CPS team got our school to run like the well-oiled machine it is reputed to be. Class bubbles, masks, hand sanitizing, and social distancing all became part of our regular vocabulary, and our staff and students adjusted well to their new learning environments. We continued to refine our early intervention and balanced literacy practices. Staff and students were engaged in various projects, all while respecting guidelines from “*Santé publique*”. Our mobile computer carts, 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 are continually improving their approach, and their interventions have developed into a comprehensive support system to address everyone’s needs. In January, our Principal retired, and we had replacements to help us through the rest of the year. As always, we strive to provide a high quality of education and a great school experience for all students.

Franklin Elementary School

Eveline Holzhauer-Taylor, Principal

What a year it was. Life at school during a pandemic. Due to this several families decided to home school, which brought our in-school numbers to 53. Our small school continued to grow our outdoor environment, adding a junior parkour, birdhouses, an insect hotel, and musical instruments. Many activities were organized at the school as replacement for field trips; we had a partnership with Nature Canada (Earth Values), an entomologist took the students for field walks and mindfulness workshops were held throughout the year. Our community partnership with Blair’s Orchard is ongoing. Unfortunately, many of the regular events such as, the Community Science Night, sports events, the literacy night, and several cultural outings had to be cancelled due to Covid-19. We did have a great graduation ceremony at Blair’s stand (outdoor) for our 8 graduating students, their parents and dignitaries. Regardless of the pandemic, fundraisers (scholastic, Grant’s bakery) were organized by PPO to off-set student and school enhancement/improvement costs. The main aim was to continue to fundraise, with minimal outside contact. Throughout the year, we continued using the philosophy of Universal Design for Learning in our classrooms: the implementation of PBIS (positive behaviour intervention systems. Covid-19 definitely had a huge impact on our school year, different protocols in place on a weekly basis. Masks protocols changing often, etc. We were fortunate to have very little negative impact from Covid-19 here at Franklin Elementary.

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 second 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 all of 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 at Harmony this year with the combination of school and online activities. At school and online, we continued to focus our efforts on early literacy initiatives and approaches. We targeted reading comprehension from grades 1 to 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 activities, 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. ECA activities took place at school but with some restrictions. 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. A Tutoring program was also offered after school three times per week. Our Parent Participation Organization prepared activities for the teachers at Halloween and Christmas. The Governing Board ran efficient meetings throughout the year, mostly on Teams, and they were very productive.

Hemmingford Elementary School

Eveline Holzhauer-Taylor, Principal

Hemmingford Elementary School had an enrolment of 110 students, but due to Covid-19 several parents decided to home-school their children. Unfortunately, many of the regular events such as sports events, the literacy night, the winter carnival, a swimming outing, and several cultural outings had to be cancelled due to Covid-19. We did have a great graduation ceremony in the school yard for the 14 graduating students, parents and dignitaries. This year's literacy week, to promote reading, was held during school hours and a partnership with the local library gave a book to each child to take home. Regardless of the pandemic, Fundraisers were organized by PPO parents (apples/juice, Grant's bakery) to off-set student and school enhancement/improvement costs. Covid-19 resulted in the closing of one group, but other than that our year was Covid free. The pandemic definitely had a huge impact on our school year, different protocols in place on a weekly basis. Masks protocols changing often, etc. We were fortunate to have very little negative impact from Covid-19 here at Hemmingford Elementary.

Heritage Elementary School

Collin Thomas, Principal

The 2020-2021 school year saw Heritage Elementary focus on particular 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. 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. 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

This year's Governing Board held six meetings using the Teams platform. This year was like no other with plans that changed frequently to follow *Santé publique* guidelines. We were very fortunate that, even though several staff and students had to be tested, we did not have to close any class bubbles. Despite the hurdles, the Terry Fox run took place with each group going out during their specialty period of the day. This ensured everyone ran all while respecting guidelines. Halloween and Christmas festivities were different as all classes celebrated separately but each group still had fun. We continued our hot lunches with restrictions to follow guidelines and still offered our Breakfast program, with a cold menu in classrooms. Our cafeteria staff hosted five "International Days" for students to have in-house outings and discover culture through food. We added more books to the library thanks to our Hot Dog fundraisers. Our grades 1-6 students saw a theatre production from Valspec in Valleyfield which was offered virtually. This format worked very well for second language students as the teachers were able to pause, explain, and discuss. DJ Malik was part of our virtual adventures with both a Black History Month presentation, and an anti-bullying presentation. Tina Bye organized conflict resolutions workshops for the students using a grant from ELAN. We purchased new picnic tables for our outdoor classrooms. Staff used Teams efficiently to share documents when students were absent or to share weekly objectives to help parents follow along. Some teachers will be keeping this as their main mode of communication next year, even with the return of agendas.

Mary Gardner School

Lynn Harkness, Principal

MGS is a family of over 350 students from pre-kindergarten to grade 6, eighteen homerooms, twenty-four full time teachers, including specialists in physical education, music, and technology. We pride ourselves in fostering a caring and supportive environment based mutual respect that encourages life-long learning. Our objective is to meet the needs of all our students, support inclusiveness and meeting our students where they are academically and helping them to achieve their full potential. This year, we continued to focus on the importance of 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. Our resource initiatives prioritized literacy development throughout the school, with this being our third consecutive year of W.I.N. Time (What I Need Time) project. This project was developed to support our students in their reading development and 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 educators continued to seek out numerous professional development opportunities that supported students with special needs as well as the use of technology within our teaching practices in order to manage educational change within our school. As a team, we look forward to another productive year ahead!

Ormstown Elementary School

Joanne Henrico, Principal

The sixth edition of our Welcome Back to OES day kicked off the 2020-2021 school year, where both parents and students joined the school team for the first day of school. This year's event occurred outdoors for parents, where our families had an opportunity to meet with the school staff and principal. The meeting provided parents with a forum to have their questions and concerns addressed before the start of what would be a very different school year due to the COVID pandemic. Given that our day-to-day operations would be far from normal, most aspects of our work on the school's Educational Project were put on hold for the 2020-2021 school year. The exception to this was our focus on the 3rd challenge in our Educational Project: "I have the tools to be able to manage my emotions and I feel safe and secure at school". The staff understood that we were living in a time where students would be more emotionally fragile than usual and that our work on school climate, relationship building, relaxation and emotional regulation would become very important throughout the year. As the year progressed, the staff searched for some sense of normalcy and decided to engage in professional learning by committing to a phonics and phonological awareness training program called "Lively Letters". The entire staff (teachers and most support staff) completed their training by April 2021 and piloted aspects of the program until the end of the school year. A few French staff members developed the resources required in order for our second language teachers to use the same approach in our French classrooms. The entire staff needs to be commended on their efforts during the 2020-2021 school year. OES continues to be a place to grow and learn, and where our mission is student success.

St. Willibrord Elementary School

Caroline Beaulieu, Principal

St. Willibrord school has continued to have an amazing school community. Our PPO and GB worked well with the school team to make sure student success is at the forefront of all that we do. Class bubbles made it difficult, but we were able to have some neat activities despite of this constraint. We continued to enhance our school awareness of the different cultures in our society. We are also looking at Indigenizing our curriculum with the help of some key consultants at the board level. Like everyone, we dealt with the constant changing of Covid rules. We were lucky that we only had one class closure in January and it was only for 4 days. Some positive came from Covid and we are choosing to keep some of the measure that were introduced. This definitely wasn't the year we expected to have, but once again, the staff and families of St. Will rose to the challenge and made sure there was the opportunity for "growth for all".

Chateauguay Valley Regional High School

Brigitte Barrette, Principal

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 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 large team of students and mentors works collaboratively to instill these lifelong principles. 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 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 the Covid19 Pandemic. 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 HSB Governing Board of was comprised of six teachers, two professional/support staff, eight parents, and one student representative. They held nine regular virtual meetings and two emergency virtual meetings over the course of the school year to discuss programming, budgets, school activities, emergency preparedness and to ensure student safety during these unprecedented times. 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 centres in the Board, as well as Field Trip Policy IJOA, Policy JK, and Policy DJ. The wearing of masks, class bubbles, physical distancing, hand sanitizer, and hybrid teaching were all a daily concern for the school personnel and students, as was a general staffing shortage. As a school, we offered online courses on alternate days to our grades 9, 10 and 11 students, created a host of online extra-curricular activities, and offered online homework help and tutorials. Zoo-therapy came to Billings as one of our supports for Mental Health & Wellness for both students and staff. Our Graduation ceremony was held in June at the front of the school, and we celebrated 135 students moving on to the next phase of their lives with pomp and circumstance.

Chateaugay Valley Career Education Centre

Derek Stacey, Centre Director

This school year took place entirely during the pandemic which continued to bring with challenges, but also opportunities for innovation. In that context, we welcomed 25 students to our vocational programs, and 80 to our academic, including 46 students in our Social Integration Program. Throughout the year, we held multiple individual success ceremonies for our students. Several of our Horticulture & Landscaping Operations students received bursaries on behalf of the *Commission des partenaires du marché du travail*, which were well received and appreciated, and maintained our important partnership with the Melissa Sunshine Camp. The Centre team worked tirelessly with our counsellors to ensure that all students were supported both academically and otherwise. We celebrated with a winter carnival that was well attended by all students. We continued planning and moving forward with our boutique TO.US. which is stocked with items crafted by our Social Integration students, who also help handle the staffing. Our Horticulture Department hosted their annual plant sale, and it was a resounding success for our students who handled all aspects of the days, from growing and caring for the plants, to restocking shelves, and helping and making recommendations to their clients, to ensuring protocols were followed. Afterwards, plants and flowers that were not sold, were donated to workers of the Barrie Memorial hospital in honour of their service. In all, we were brought together even closer as a team and I am extremely proud of what we have accomplished, both in supporting our students and communities.

Huntingdon Adult Education and Community Centre

Derek Stacey, Centre Director

As a Centre team, we continued to focus on student success and wellbeing for the 2020-2021 school year. We welcomed over 180 vocational students under some challenging conditions for learning, due to the pandemic. In working with our Governing Board, we were able to maintain a Counsellor in Re-education who helps our students with mental health challenges. With the pandemic, the continuation of this project could not have been more perfect. Our Health Care team worked closely with their Institutional and Home Care Assistance and Health Assistance and Nursing students and managed to successfully graduate several cohorts using online learning platforms and innovative in-class practices. The cohort of students who took the Support for Assistive Care in Long-Term Care Centres AEP - that was later mandated by the provincial government - successfully completed the program, and later went on to work directly in their field. Our Carpentry team faced huge challenges in the context the pandemic. As the program does not lend itself well to online learning. Innovative practices were developed that allowed for the continuation of learning on-site under all conditions. Once again, 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, and I am quite proud to be associated with them.

Nova Career Centre

Bonnie Mitchell, Centre Director

The centre team mobilized to bring students back to the centre in person. With full registrations in all programs, the students and staff worked in a hybrid model with more expertise and precision than the year of the lockdown. There were over 150 students in academics this year and 25 graduated with their diploma of secondary school. The attendance increased, the presence and appreciation for learning in person was expressed and felt by all. In year two of the pandemic, Nova students were respectful of the strict protocols and supported all procedures to keep them safe. There were no outbreaks and only three classes had to move to online learning for two weeks as a preventative measure. All vocational programs continued to have full classes and near perfect attendance. No fundraisers were held, no breakfast program was served, and no community partners were allowed into the building. This caused for a school year with a subdued spirit and a lack of enthusiasm as most moved through their studies in isolation. This kept everyone safe but caused a fatigue and a will to plan events virtually. A Halloween costume contest was held on the Teams platform involving every class. A Remembrance Day ceremony was also held for the entire centre online through Teams. This continued through all the traditional events of the year until the culminating events of graduation. In June, a marathon of graduation ceremonies was held daily, so that each class could celebrate together in person and walk the stage to receive their diplomas.

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 timeline 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, 2020 to June 30, 2021, the New Frontiers School Board entered into five service contracts equal to or greater than \$25 000, for a total amount of \$260,000.

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 2020-21 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

Having once more to organize rapidly and bring everything up to par was not easy for anyone. The NFSB again increased its efforts to comply and respond adequately to needs and preoccupations. However, complaints were to be expected and were voiced. These related to unanswered expectations and expressions of concern from the parents, generally worried, but more so regarding the anxiety of their children facing these perturbations. You will thus find hereafter an enumeration of complaints expressed during this period. However, these complaints did not go through full regulatory Ombudsman process and were redirected to either the school and/or NFSB administration, albeit with S.O. involvement through communications with parent(s) and school administration to assess proposed solutions.

Complaints (at Elementary and High School levels) related to:

- School transfer of an elementary student after having been accepted and greeted in her 1st school. Child came from French System and was already perturbed.
- Bus route for very young school children while parents consider route imposed unsafe and less efficient than what they propose.
- Accounting management of school fees, deemed incorrect and contradictory to facts, for claimed services provided by NFSB, ex. After school hours, during COVID, while concerned children were not in school.
- Teenager student being suspended from school for months. Decision considered too severe by parents wanting revision of decision. Case of intimidation against teacher.
- Course failures of teenager, resulting from COVID irregular classes, as per parents, asking process review.
- Non-compliant sanitary norms at certain schools. Worries expressed as to students' health.
- Mask wearing and quality thereof
- Distancing
- Air-quality in classes and school vents.
- Hybrid teaching system, linked to COVID, criticized. In class and online courses. Quality of courses questioned and effect on students.
- Special needs children, having difficulty with online courses, complaint.
- Bullying of a primary school student. Family dissatisfied of interaction by school principal as to bully.
- Dissatisfied immigrant family as to new school integration of their children.
- Common law spouse not recognized, by school system, as «official» guardian of spouse's children.
- General critics and expressions of frustration linked to COVID generated school instability.

These preoccupations were recognized as being of a legitimate nature, and consequent to the actual stressful circumstances we are going through. In view of the above, the Student Ombudsman must reiterate that, for the benefit of the parents as for her own knowledge, all pertinent information relating to the students must be shared with them, and they must be cognizant of measures taken and decisions made to adequately assess the quality of the established relationship between NFSB administration, its personnel, staff, parents and their children, our students. More than ever, education is identified as being at the core of the students' lives, their wellbeing, and their future. For this, continued collaboration between all levels of the system is essential.

Thank you to all who collaborated with me, for the benefit of the students and reassurance of their parents, showing education is "OUR" priority.

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	70.9% (77.3%*)	15.5% (9.1%*)	2022	2030
Girls	86.4%		5.0% max	5.0% max
NFSB Results	2019-2020 Data			
Boys	69.6%	14.2%	2022	2030
Girls	83.8%		5.0% max	5.0% max

Success rates have tended to be lower amongst boys. 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.

*Corrections to 2018-2019 Results: There was a data-entry error; the data has been corrected; the errors are in parenthesis.

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%
NFSB Results	2019-2020 Data			
EHDA	58.9%	21.9%	2022	2030
Regular	80.8%		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%
NFSB Results	2019-2020 Data			
Disadvantaged	74.1%	3.9%	2022	2030
Intermediate	78%		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%			
NFSB Results	2019-2020 Data			
*First Year Immigrants	62.5%	13.8%	7.2%	2%
Other Students	76.3%			

*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% (7.3%*)	6% max	5% max
NFSB Results	2018-2019	2022	2030
Proportion of Students	8.9% (6.3%*)	6% max	5% max
NFSB Results	2019-2020	2022	2030
Proportion of Students	9.3%*	6% max	5% max
NFSB Results	2020-2021	2022	2030
Proportion of Students	9.6%	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.

**Corrections: The Ministry of Education provided revised data for the 2017-18 and 2018-19 school years, which includes students from outside the New Frontiers School Board in elementary school, who started at one of our high schools, over the age of 12. The 2019-20 data that was unavailable last year, has also been provided.*

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%
NFSB Results	2013-2014 Cohort	2022	2030
First Diploma or Qualification	76.2%	84.0%	90.0%

Adult & Vocation Education Sector: In 2020-2021, there was an increase in student enrollment in vocational programs and adult courses in general, which is attributed to several factors, including the financial support from the Ministry's creation of the Programme d'aide à la relance par l'augmentation de la formation (PARAF), offered through Service Quebec. This program enticed students to register in those programs identified as lacking skilled labour in the province. Several programs run over two academic years. Therefore, students who registered in 2020-2021 are not factored into the first qualification results, as they will graduate in the following year. Our students may also not necessarily complete their program within the current time frame and may require more time to succeed (the ministry allows for a 20% increase in program hours for successful completion. Our students in the adult sector will register for courses that may also be completed over one plus year.

Youth Sector: The NFSB graduation and qualification rate for the 2013-2014 cohort shows a 1.7% decrease. This decrease could be the result of students leaving the school board and that some students are taking longer than 7 years to complete their first diploma or qualification. Taking a closer look at the numbers reveals that 8 students have withdrawn and 16 have changed schools of institutions. 6 have left the province or country and 7 cited personal reasons for leaving. 9 students are currently still pursuing a first diploma or certification in the adult 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%
NFSB Results	June 2021	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 than 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 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
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	80.6 (83.9%*)	85%	100%
NFSB Results	2019-2020	2022	2030
Percentage of buildings in satisfactory condition	82.6%*	85%	100%
NFSB Results	2020-2021	2022	2030
Percentage of buildings in satisfactory condition	84%	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.

*Corrections – The Ministry of Education provided revised data for 2018-19, and data for 2019-20 which was previously 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 timeline 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

2020-2021 Report

- Social Integration Services programming available in two Centres;
- English Second Language courses offered to adult students;
- The Youth-Adult Councillors Committee developed a process for following at-risk students.
- Development of resources and tools to assess literacy and numeracy skills
- Community Partnerships- the following programs were offered with our CLC team:
 - Cooks & Books Family Literacy program (HAECC, Heritage)
 - Chateauguay Valley Book Club (Literacy Program)
 - Senior Pen Pals (Howick, Gault).
 - Letters with Love (HAECC, Heritage)
 - Holiday Book Collection (HAECC, Heritage)
 - Personal development workshops (HAECC, CJ Emploi)
- Services aux Entreprises New Frontiers (SAE) offered courses such as Business French.

*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

2020-2021 Report:

- 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).
- Several 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*