



# New Frontiers School Board

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

## 2021-2022 Annual Report

*Year Four Results*

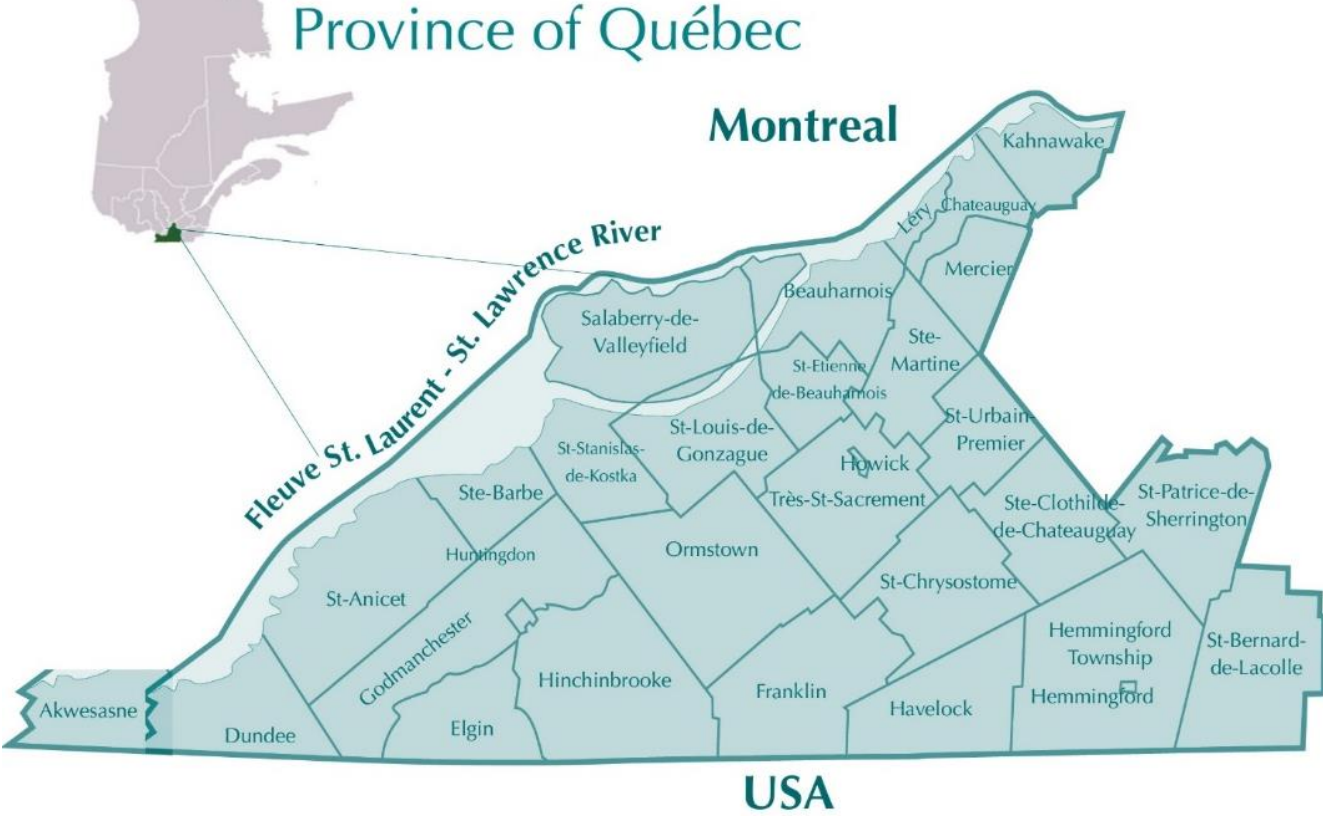
### New Frontiers School Board's Commitment to Success Plan 2018-2022

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*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 2021-2022 Annual Report was deposited with the Minister of Education, Bernard Drainville, on December 23, 2022, 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

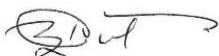
The Ethics Officer's mandate is to examine any expressed complaint directed towards a commissioner, and to determine, when applicable, if a commissioner has been in contravention of the "Code of Ethics & Professional Conduct for Commissioners". In the case of an identified contravention by a Commissioner, 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](http://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 2021-2022 ending on June 30, 2022 is without incident or complaint.

Respectfully submitted,



Bernard Huot  
NFSB Ethics Officer  
October 30, 2022

The school election process was interrupted several times during the global Covid-19 pandemic. When elections recommenced in August 2021, NFSB had vacancies in Divisions 3 & 4.

### Chair - John Ryan

### Division #1 & Vice-Chair - Raymond Ledoux

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

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 – Lina Chouinard, acclaimed, September 2021

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 – Kenneth Crockett, acclaimed, September 2021

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 – July 2021

Mr Gibbs passed away at the end of July, and a by-election was held.

### Joy Thomas, acclaimed, November 2021

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

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, Debra Wright

Includes the municipalities of Saint-Anicet, Sainte-Barbe, Dundee, Godmanchester and Huntingdon. Includes the Mohawk Territory of Akwesasne.

### Commissioners Representing Parents – July to October 2021

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

### Commissioners Representing Parents @ November 2021

Brenda Bourdeau	Special Needs Advisory Committee
Dana Hoshowatiuk	Secondary Representative
Bart Jeuris	Elementary Representative
Jennifer Largan	Representative at large

## 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

Rob Buttars

Assistant Director General

Mike Helm

Secretary General

Mike Helm

#### Department Directors

Continuing Education

Chantal Martin

Educational & Technology Services

James Walker

Financial Services

Terence Savoie

Human Resources

Cuthbert McIntyre

Material Resources

Eric Colbert

## School & Centre Activity Reports

### Centennial Park School

*Lina Zielinski, Principal*

Being my first year at Centennial Park School (CPS), I was able to observe wonderful initiatives during a time when we were still dealing with the pandemic. The nurture class known as NEST welcomed students who needed an alternative to the regular classroom environment. The BOKS physical activity program focuses on cooperation and team spirit through play. Ms. Fletcher offered BOKS to students at lunchtime. 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. Teachers and support staff had professional development sessions in the use of technology, new resources and methods in evaluation. Once integrated into the classroom, these learned concepts helped increase all students' motivation and focus which helped them progress regardless their academic level. Many changes to the physical environment also occurred throughout the 2021-2022 school year. Among them, one of the bathrooms was renovated, the daycare classrooms and administration area were freshly painted, the asphalt in the front yard was redone, new fences were installed, and artists worked with Cycle 3 students to design and produce a beautiful mural under the K4 windows in the front yard. This helped raise school spirit considerably. Speaking of school spirit, members of staff and PPO organized many activities, bought treats, and decorated our hallways to boost moral and celebrate a progressive return to a semblance of the life before COVID.

### Franklin Elementary School

*Eveline Holzhauer-Taylor, Principal*

Our small school continued to grow, we were at 63 students at school and 2 home-schooled students. Many activities were organized at the school as alternatives for field trips; we continued our partnership with Nature Canada (Earth Values), nature workshops and yoga workshops were held throughout the year. Our community partnership with Blair's Orchard (sugar shack/nature walk) is ongoing. Slowly we are re-introducing many of the regular events such as, the Literacy night, sports events, guest speakers, theater in the school and some cultural outings previously cancelled due to Covid-19. Our graduation ceremony at Blair's stand (outdoor) for our 10 graduating students, their parents and dignitaries was well received. Several fundraisers (Ice cream at the local fair, Scholastic, Grant's bakery & chocolate bars) were organized by PPO to off-set student events and school enhancement/improvement costs. The main aim was to continue to fundraise, with continued minimal outside contact. Throughout the year, we worked diligently on PBIS (positive behaviour intervention support) in our classrooms, with teachers and support staff alike. We are still recovering from the impact of Covid-19 continuing with different protocols in place. Unfortunately, Covid-19 was still around, including many other viruses keeping students out of school regularly.

### Gault Institute

*Brigitte Barrette, Principal*

Gault Institute, located in Salaberry-de-Valleyfield, offers quality English education to close to 300 students from pre-kindergarten to grade 6. French lessons are given to students in cycles 1 through cycle 3 by French Language Specialists daily. Literacy is paramount; students who struggle in reading and math are supported through daily resource and remediation sessions. Students have access to Smart Board Interactive technology in every classroom. Moreover, cycle 1 students have access to iPads, while cycle 2 and 3 students have access to two mobile computer labs. These devices are supported by Word Q / Speak Q, a speech recognition software providing word prediction, speech feedback and speech recognition for students who have literacy difficulties. Furthermore, students have access to coding technology sessions as well. Through Physical Education classes and extra-curricular activities, a multitude of opportunities, such as the Terry Fox Run, basketball, cross-country, cup-stacking, etc. are available to students. Our Community Learning Center is supportive by bringing in various other activities from dance classes to science experiments. An after-school tutoring program two nights/week, as well as separate recesses were added to accommodate Covid Pandemic constraints. Cooperation and respect are important life skills, and they are at the core of our daily routine. At Gault we recognize the unique contributions that every individual makes, and we work hard to maximize success for all. Our students' social-emotional and academic needs are supported by a team of 46 unwavering and dedicated staff members. Our strength, our people!

### **Harmony Elementary School**

*Serge Dubuc, Principal*

Harmony did its best to provide students with the tools and resources needed to make up for the education time lost during Covid. By continuing to maintain protocols for hand disinfecting, room ventilation, and Covid rapid testing, we were eventually able to ease other restrictions such as classroom bubbles. Harmony provided after-school tutoring in French, English and Math throughout the year. Although we still did not resume class field trips, we did have many in-house activities, including guest speakers, and a drama performance by Geordie Productions. Harmony was able to provide extracurricular activities including Basketball and Volleyball, and social skills programs at lunch. The Student Council was able to resume, raising money for a new mini basketball net in the school yard. 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. Our PPO prepared activities for the teachers at Halloween and Christmas. The Governing Board ran efficient meetings throughout the year both on Teams and in person.

### **Hemmingford Elementary School**

*Eveline Holzhauer-Taylor, Principal*

Hemmingford Elementary School had an enrolment of 115 students, but due to ongoing Covid-19 issues 3 students are currently home-schooled. Many activities were organized at the school as alternatives for field trips; we continued our partnership with Earth Values and Dawson College, in school workshops, partnership with Artist Inspire and Yoga sessions were held throughout the year. End of year activities were fun and well received. 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, as well as a class-set of French books for each class. Fundraisers were organized by PPO parents (apples/juice, Grant's bakery) to off-set student and school enhancement/improvement costs. We had a great graduation ceremony in the school yard for the 14 graduating students, parents and dignitaries. Another successful and well attended graduation. The pandemic still 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 2021-2022 school year was a year that saw the continuation of pandemic restrictions. More importantly for Heritage Elementary, it was a year of continued growth and improvement in the management of the learning loss that occurred because of the pandemic. Academically, the continued implementation of a Response to Intervention structure was the focus for the school, and the newly formed Leadership Committee. The committee, made up of teacher leaders and the principal, continued the development and implementation of the RTI structure the school community knows as W.I.N. Time. W.I.N. stands for What I Need. During this daily 30-minute session, the entire school focuses on specific instructional approaches to support improving literacy rates and therefore impacting student success. This year, the committee visited several schools in British Columbia, thanks to the Killingbeck Scholarship Program, where similar programming is in place. The school also continued the support of socio-emotional learning with our Second Step Programming. 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. The fostering of connection between students, their families and the school was a focal point. Family events once again, allowed for the community to gather in a safe and outdoor space. Establishing connection between our school and our families, our continued support of W.I.N Time and our student's socio-emotional needs will continue to be key objective moving forward.

### **Howick Elementary School**

*Melanie Primeau, Principal*

This year was another special year with plans that were changed frequently to follow Santé publique guidelines. We were fortunate that, despite many staff and students who underwent Covid testing, we only had to close a class one day before the early holiday break from the MEQ. Our fundraisers allowed us to open two trusts: one for our cafeteria and one for our outside yard. We also added over \$2000 in books to our classroom libraries – matching the Ministry’s the funding, we contributed to various cultural, academic, and social supports with multiple field trips and new outdoor equipment. Other events supported by our fundraising included music from Noah Tolhurst, graduation, carnival day with inflatable games, a trip to the Ste-Martine arena, maple syrup on snow, beginning and year-end BBQs, as well as the supplies for our grade 6 mural. Thanks to culture funding from the Ministry, our cycle 1 students were able to go to the Biodome and see a puppet show. We held our basketball tournament and raised enough money to fly a family from Ukraine to be reunited here in Canada. Staff used Teams very efficiently to share documents when students were absent and to share weekly objectives to help parents follow along.

### **Mary Gardner School**

*Lynn Harkness, Principal*

Mary Gardner School had an amazing 2021- 2022 school year! Despite still navigating the Covid pandemic, we are thankful for a year filled with learning and activities. With a school community of 350 students from pre-kindergarten to grade 6, eighteen homerooms, twenty-four awe-inspiring full-time teachers, including our specialists in physical education, music, and technology and our awesome 25 daycare/ support staff. We pride ourselves in fostering a caring and supportive environment based mutual respect that encourages life-long learning with a focus on early intervention. We strive to meet the needs of all our students, support inclusiveness 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 continued to prioritize literacy development throughout the school as we piloted the new NFSB Early Literacy Action Plan. As a school, we were able to partake in many school extracurricular activities and school-wide activities such as Anti-Bullying Week and I Love to Read Week. Our students were also able to enjoy some unique field trips and have our traditional Fun Day to kick off our summer vacation! A few of our grade 6 students also participated in le *Parlement écolier* in Quebec City. As a team of educators, we had quite a busy year!

### **Ormstown Elementary School**

*Joanne Henrico, Principal*

Our Welcome Back to OES day kicked off the 2021-2022 school year, where both parents and students joined the school team for the first day of school. The event occurred outdoors for parents, and our families had an opportunity to meet with the school staff and the 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 year. We continued to focus on the third 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 continued to engage in professional learning by continuing to delve into a school wide initiative with phonics and phonological awareness training program called “Lively Letters”. The entire staff (teachers and most support staff) completed their training by April 2021 and continued to work on the understanding the program until the end of the school year. Plans for the 2022-2023 school year were set at the end of the 2021-2022 school year. A few French staff members will continue to develop the resources required in order for our second language teachers to use the same approach in our French classrooms and continue to emphasis early childhood literacy do work in learning.



### **St. Willibrord Elementary School**

*Caroline Beaulieu, Principal*

St. Willibrord is lucky to have a super school community. Our Governing Board, PPO and school staff all work together to ensure student success. Student success is different for each child and as a team we are able to combine social, emotional and academic activities to make a difference in student lives. Kindness and acceptance of others are guiding principles that are taught and modeled each and every day. We worked hard on making new and keeping old connections with our neighbouring community of Kahnawake. One of the highlights was our kindergarten groups going to visit several places in Kahnawake. The Fire brigade was super welcoming and made lots of memories for our students. The year had its Covid challenges as the rules continued to change often. "This is what we know right now" has become a common phrase and accepted by most. Everyone has done their best given the circumstances. St. Will continued to be a welcoming school to our community, and we were happy to have several CLC partnerships resume. Each year brings new challenges but as a school community, the St. Willibrord team works constantly to ensure the success of our students as well as a safe environment.

### **Chateauguay Valley Regional High School**

*Anick Leclerc, Principal*

Chateauguay Valley Regional is a rich milieu always looking at ways to innovate and grow. Since 2020, our school community has begun to recognize and value local indigenous heritage with the support of NFSB's indigenous consultants. We continue to educate ourselves in acts of reconciliation. Our school prides itself on offering a variety of leveled French Language Programs which include Français langue seconde programme de base et programme enrichi as well as Français, langue d'enseignement. Our recently renovated Multimedia centre holds a bilingual library, SmartBoard technology, Makerspace areas to create and develop new skills, as well as a current computer lab composed of desktops and mobile computer carts. Students' research needs are supported by a team of dedicated professionals as well as volunteers. CVR staff is dedicated to student learning and overall sentiment of belonging by offering lunch and after school tutorials, social and emotional support throughout the day, as well as a variety of clubs and extracurricular activities. These range from sports to performing arts including leadership and games clubs. Our Community Learning Centre is well known for its active role in engaging our stakeholders through cultural, physical, and social events. Our yearly partnership agreements with local organizations and associations continue to foster strong relationships within our community. Our extended partners have offered new experiences and avenues for all. Our strength lies within our collective contributions.

### **Howard S. Billings Regional High School**

*Lynn L'Esperance, Principal*

The HSB Governing Board of was composed of eight parents, eight staff members, two community reps and two student reps. Our meetings were held mainly in person, with some of our winter meetings online. We were happy to be discussing more than covid regulations, with consultations also focusing on the allocation of resources, extra-curricular activities and field trips, and the staffing shortage. As a school, we were very sensitive to the toll on health and well-being that the long years of covid have taken on our community. As such, we continued to offer a full complement of academic and socio-emotional support to our students through our after-school Homework Help program open to all students, Tutorials designed for students at risk, Zootherapy for both students and staff, and increased numbers of Social Work Techs in our Student Services space. Our Literacy program, led by an *orthopedagogue*, identified 86 students reading significantly below level. Through the use of increasingly specific assessments, we were able to determine on an individual basis, the intervention strategies that would best work for each student, and this met with resounding success. We celebrated our graduates in a ceremony all together in the Agora across the street from the school in June. The event was designed to take the time to recognize each student for what they had contributed to the school community, and this lovely model will be the foundation for future graduations.

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## **Chateaugay Valley Career Education Centre**

*Derek Stacey, Centre Director*

Although the end of the 2021-2022 school year saw the lifting of most pandemic-related protocols, the school year as a whole was another challenging one for the Centre. Regardless of the trials involved, I'm proud to say that our students, staff, and Governing Board consistently rose to the occasion. With the reduction in pandemic protocols and the increase in student numbers it allowed for the opportunity to host internal competitions; holiday meals; barbecues; the creation of a student run "Coffee Corner;" and opened the door for sports activities to return to the Centre. All involved were pleased with the changes and the increased enthusiasm and vitality in student life were palpable. Between our Carpentry, Health Assistance and Nursing, and Institutional and Home Case Assistance programs, we housed more than 200 students over the span of the school year. In part, due to the pandemic, and the need for staff in the Public Health system our Health Care programs saw healthy enrollment. As the need for workers in the Construction Industry also increased, the popularity of our Carpentry program grew. At some periods, we had waiting lists for students at times up to a year in advance. In working with teachers and support staff, innovations in scheduling and teaching were made, and we were able to house up to five Carpentry groups in the centre for limited times. These innovations allowed for more students to take the program but also highlighted the need for increased infrastructure to match. Through all of this exceptional school year, our staff and students comported themselves with both the compassion and professionalism that exemplifies excellence and the true meaning of community.

## **Huntingdon Adult Education and Community Centre**

*Derek Stacey, Centre Director*

The 2021-2022 school year was very much like a roller coaster ride at the Huntingdon Adult Education and Community Centre, it had many twists and turns, but everyone was smiling and laughing by the time it was done. Over the span of the year, we had welcomed 36 vocational students between our Horticulture and Landscaping programs and a total of 84 students in our Adult General Education programs, of which 44 were adults in our Social Integration program. HAECC also continues to be home to our partner, the Melissa Sunshine Camp for adults with exceptionalities. The Centre team worked tirelessly with our counsellors and support staff to ensure that our students were properly supported; student mental health, morale, and learning were our priorities. Near the end of the school year, most pandemic protocols had been lifted allowing for a return to normalcy. The Horticulture department and students hosted two plant sales, with the largest being in the spring. A tradition that was started during the pandemic, overstocked plants were donated to employees of the Barrie Memorial Hospital and a local non-profit organization so that they could be enjoyed in the community. Our SIS students and staff also went full steam ahead with Boutique To.Us where all items sold are made by our students from repurposed materials. All proceeds are reinvested into funding future projects and needs. With the skills learned in their classes, some of our SIS students also visited our sister centre in Ormstown to sell homemade pretzels to raise funds for their trips and projects. This was extremely well received, and much enjoyed by the staff and students at CVCEC. At the end of the school year HAECC hosted several Ceremonies of Success for all of our students. The smiles and laughter let us know that the year was a great success. The staff and students of HAECC are very proud of being part of the local communities and what they had accomplished over the year.

## **Nova Career Centre**

*Bonnie Mitchell, Centre Director*

In the 2021-2022 school year, Nova recovered from the effects of the pandemic with increased registrations, graduations, and a return to in-person classes and activities. In academics and vocational training, we celebrated many graduates throughout the year in individualized ceremonies at Nova. This year was the first year we offered the Electric Vehicle program, a cutting-edge training for the future. Twelve pioneering students are slated to graduate in the fall of 2022. Our Educational Project, which had been paused for the past two years, once again became active and the pursuit of industry partners increased. In our Hairdressing program we partnered with the Paul Mitchell Systems company and as such, offered two trainings for stylists and salon owners in our Paul Mitchell Hair Salon. In addition, our students participated in the International Women's Show as stylists for the models throughout the show. The Social Integration Services program, which services our adults with special needs, increased in numbers and moved from the second floor to an more expandable location on the first floor. The Welding & Fitting and High-Pressure Welding programs were part of a transformation project that included updated lighting, fresh paint, and new machinery – a much-needed refurbishment. 100% of our graduates were offered employment upon graduation this year.

## **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, 2021 to June 30, 2022, the New Frontiers School Board entered into six service contracts equal to or greater than \$25 000, for a total amount of \$310,000.

## **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 2021-22 school year, the Director General received twelve (12) 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 to organize rapidly and bring everything up to par was not easy for anyone. The NFSB increased its efforts to comply and implement measures and adjustments to 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 parents, generally worried, but more so regarding the anxiety of their children. Following is an enumeration of concerns and complaints expressed during this period. These complaints did not go through the full regulatory Student Ombudsman (SO) process and were redirected after discussions with the SO to either school and/or NFSB administration, albeit with SO involvement; those complaints were related to:

### Elementary Level

- Parent complaint as to bullying of daughter by co-student, in addition to inappropriate groping claimed to have been done by same co-student. Dissatisfaction as to school dealing.
- Parent complaint against teacher towards his daughter. Teacher is claimed to be psychologically abusive. Complaint to have disciplinary action noted and/or taken against teacher.
- Parent unsatisfied with teaching quality, resulting in multiple absenteeism from school. Parent finds school and teacher responsible for child's problems.
- Two students (sisters) with special needs. Not receiving adequate services and attention at school as per parent. EIP cases.
- French teacher of student is deemed unqualified. Complaint as to teaching.
- Parent complaint as to child having to change school in September, after believing/ assuming school had been determined when child had been in school for a few weeks.

### Secondary Level

- Teen student with special needs; parent finds school and administration inadequately responding to son's needs.
- Disciplinary-suspension case; parent disagrees with suspension, asks son to be reintegrated to school.

### General

- School bus transportation complaints as to routes and schedules. Parents wanting adjustments made.
- Elementary and high school cases. Parents not knowing about SO existence and process to file a complaint.
- Elementary and high school cases. COVID related complaints as to applicable measures or not.

All of these identified preoccupations were discussed with both parents and school administration. I can personally say that follow-ups were made and generally, solutions were found. The School Board also implemented updated "Organizational Guide JK" which deals with measures to assure safe schools, behavior management, self-regulation, and student discipline.

We must keep in mind that education is identified as being at the core of the students' lives, their well-being, and their future. For this, continued collaboration between all levels of the system is essential and communication between concerned parties is always a winning option. In closing, I thank all those who collaborated with me, for the benefit of the students and reassurance of their parents. That confirms clearly that education is "OUR" priority. I must underline the close collaboration I get from the School Board which, through its personnel and administration, always makes itself available to support me in my role. That is, indeed, truly appreciated.

Respectfully submitted,

A. Linda Julien, Lawyer, NFSB Student Ombudsman

## 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	Ministry of Education of Québec (MEQ)
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études
Date:	Report received December 1, 2022
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	
<b>Province of Quebec</b>	<b>2015-2016 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
Boys	75.8%	8.6%	6.1%	5.0%
Girls	84.4%			
<b>New Frontiers School Board</b>	<b>2015-2016 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
Boys	70.3%	9.9%	5.0% max	5.0% max
Girls	80.2%			
<b>NFSB Results</b>	<b>2016-2017 Data</b>			
Boys	72.3%	16.4%	<b>2022</b>	<b>2030</b>
Girls	88.7%		5.0% max	5.0% max
<b>NFSB Results</b>	<b>2017-2018 Data</b>			
Boys	74.1%	13.4%	<b>2022</b>	<b>2030</b>
Girls	87.5%		5.0% max	5.0% max
<b>NFSB Results</b>	<b>2018-2019 Data</b>			
Boys	70.9% (77.3%*)	15.5% (9.1%*)	<b>2022</b>	<b>2030</b>
Girls	86.4%		5.0% max	5.0% max
<b>NFSB Results</b>	<b>2019-2020 Data</b>			
Boys	69.6%	14.2%	<b>2022</b>	<b>2030</b>
Girls	83.8%		5.0% max	5.0% max
<b>NFSB Results</b>	<b>2020-2021 Data</b>			
Boys	72.3%	11.5%	<b>2022</b>	<b>2030</b>
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	Ministry of Education of Québec (MEQ)
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études
Date:	Report received December 1, 2022
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	
<b>Province of Quebec</b>	<b>2015-2016 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
EHDA	51.8%	32.0%	25.3%	17.0%
Regular	83.8%			
<b>New Frontiers School Board</b>	<b>2015-2016 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
EHDA	*39.3%	*44.7%	25.3%	17.0%
Regular	*84.0%			
<b>NFSB Results</b>	<b>2016-2017 Data</b>			
EHDA	53.3%	33.3%	<b>2022</b>	<b>2030</b>
Regular	86.6%		25.3%	17.0%
<b>NFSB Results</b>	<b>2017-2018 Data</b>			
EHDA	52.2%	35.7%	<b>2022</b>	<b>2030</b>
Regular	87.9%		25.3%	17.0%
<b>NFSB Results</b>	<b>2018-2019 Data</b>			
EHDA	66.2%	14.9%	<b>2022</b>	<b>2030</b>
Regular	81.1%		25.3%	17.0%
<b>NFSB Results</b>	<b>2019-2020 Data</b>			
EHDA	58.9%	21.9%	<b>2022</b>	<b>2030</b>
Regular	80.8%		25.3%	17.0%
<b>NFSB Results</b>	<b>2020-2021 Data</b>			
EHDA	63.9%	20.8%	<b>2022</b>	<b>2030</b>
Regular	83.1%		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	Ministry of Education of Québec (MEQ)
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études
Date:	Report received December 1, 2022
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	
<b>Province of Quebec</b>	<b>2015-2016 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
Disadvantaged	70.3%	7.1%	6.5%	0%
Intermediate	77.4%			
<b>New Frontiers School Board</b>	<b>2015-2016 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
Disadvantaged	72.8%	6.0%	4.5%	3.0%
Intermediate	78.8%			
<b>NFSB Results</b>	<b>2016-2017 Data</b>			
Disadvantaged	79.5%	3.3%	<b>2022</b>	<b>2030</b>
Intermediate	82.8%		4.5%	3.0%
<b>NFSB Results</b>	<b>2017-2018 Data</b>			
Disadvantaged	84.2%	-7.4%	<b>2022</b>	<b>2030</b>
Intermediate	76.8%		4.5%	3.0%
<b>NFSB Results</b>	<b>2018-2019 Data</b>			
Disadvantaged	73.5%	7.3%	<b>2022</b>	<b>2030</b>
Intermediate	80.8%		4.5%	3.0%
<b>NFSB Results</b>	<b>2019-2020 Data</b>			
Disadvantaged	74.1%	3.9%	<b>2022</b>	<b>2030</b>
Intermediate	78%		4.5%	3.0%
<b>NFSB Results</b>	<b>2020-2021 Data</b>			
Disadvantaged	67%	17.2%	<b>2022</b>	<b>2030</b>
Intermediate	84.2%		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	Ministry of Education of Québec (MEQ)
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études
Date:	Report received December 1, 2022
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	
<b>Province of Quebec</b>	<b>2014-2015 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
First Year Immigrants	75.0%	3.8%	3%	2%
Second Year Immigrants	84.0%	5.0%	3%	2%
Other Students	76.0%			
<b>New Frontiers School Board</b>	<b>2014-2015 Data (2008-2009 Cohort)</b>		<b>2022</b>	<b>2030</b>
*First Year Immigrants	62.5%	14.1%	7.2%	2%
**Second Year Immigrants	78.3%	1.7%	3%	2%
Other Students	76.6%			
<b>NFSB Results</b>	<b>2016-2017 Data</b>			
*First Year Immigrants	80%	0.7%	7.2%	2%
**Second Year Immigrants	No longer available		3%	2%
Other Students	80.7%			
<b>NFSB Results</b>	<b>2017-2018 Data</b>			
*First Year Immigrants	57.1%	34%	7.2%	2%
Other Students	81.1%			
<b>NFSB Results</b>	<b>2018-2019 Data</b>			
*First Year Immigrants	75%	1.6%	7.2%	2%
Other Students	76.6%			
<b>NFSB Results</b>	<b>2019-2020 Data</b>			
*First Year Immigrants	62.5%	13.8%	7.2%	2%
Other Students	76.3%			
<b>NFSB Results</b>	<b>2020-2021 Data</b>			
*First Year Immigrants	80%	-3.2%	7.2%	2%
Other Students	76.8%			

\*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	Ministry of Education of Québec (MEQ)
Report:	Indicateurs nationaux - Formation générale des jeunes - Enseignement secondaire, édition 2017 : L'âge des élèves à l'entrée au secondaire
Date:	Report received December 1, 2022

	Reference Years	Targets	
<b>Province of Quebec</b>	<b>2015-2016 Cohort</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	11.4%	11.4%	10%
<b>New Frontiers School Board</b>	<b>2015-2016</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	4.7%	6% max	5% max
<b>NFSB Results</b>	<b>2016-2017</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	9.8%	6% max	5% max
<b>NFSB Results</b>	<b>2017-2018</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	10% (7.3%*)	6% max	5% max
<b>NFSB Results</b>	<b>2018-2019</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	8.9% (6.3%*)	6% max	5% max
<b>NFSB Results</b>	<b>2019-2020</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	9.3%*	6% max	5% max
<b>NFSB Results</b>	<b>2020-2021</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	9.6%	6% max	5% max
<b>NFSB Results</b>	<b>2021-2022</b>	<b>2022</b>	<b>2030</b>
Proportion of Students	6.3%	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:	Ministry of Education of Québec (MEQ)
Report:	Indicateurs nationaux - Formation générale des jeunes - Enseignement secondaire, édition 2017 : Diplômation & Qualification par commission scolaire au Secondaire
Date:	Report received December 1, 2022
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%
<b>New Frontiers School Board</b>	<b>2008-2009 Cohort</b>	<b>2022</b>	<b>2030</b>
First Diploma	73.9%	80.0%	85.0%
First Diploma or Qualification	77.7%	84.0%	90.0%
<b>NFSB Results</b>	<b>2009-2010 Cohort</b>	<b>2022</b>	<b>2030</b>
First Diploma	No longer available	80.0%	85.0%
First Diploma or Qualification	75.8%	84.0%	90.0%
<b>NFSB Results</b>	<b>2010-2011 Cohort</b>	<b>2022</b>	<b>2030</b>
First Diploma or Qualification	80.7%	84.0%	90.0%
<b>NFSB Results</b>	<b>2011-2012 Cohort</b>	<b>2022</b>	<b>2030</b>
First Diploma or Qualification	80.6%	84.0%	90.0%
<b>NFSB Results</b>	<b>2012-2013 Cohort</b>	<b>2022</b>	<b>2030</b>
First Diploma or Qualification	77.9%	84.0%	90.0%
<b>NFSB Results</b>	<b>2013-2014 Cohort</b>	<b>2022</b>	<b>2030</b>
First Diploma or Qualification	76.2%	84.0%	90.0%
<b>NFSB Results</b>	<b>2014-2015 Cohort</b>	<b>2022</b>	<b>2030</b>
First Diploma or Qualification	76.9%	84.0%	90.0%

NFSB cohorts are relatively small, with each individual student success directly impacting the graduation and qualification rate. The NFSB graduation and qualification rate for the 2014-2015 cohort shows a 0.7% increase and is forecasted to continue to increase in the upcoming years. The 2014-2015 cohort consists of 272 students, 177 of whom have earned a first diploma or qualification in the Youth Sector, with 9 students from this cohort earning their first diploma in the Adult Education Sector and 15 in the Vocational Education Sector.

The youth and adult sectors are working in tandem in a concentrated effort to better support our students. Clear processes and targeted supports have been developed and are being used in order to identify and retain at-risk students.

## 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	
<b>Province of Quebec</b>	<b>2008-2009 Cohort</b>	<b>2022</b>	<b>2030</b>
Success Rate	NA	90%	90%
<b>New Frontiers School Board</b>	<b>June 2017</b>	<b>2022</b>	<b>2030</b>
Success Rate	98%	90%	90%
<b>NFSB Results</b>	<b>June 2018</b>	<b>2022</b>	<b>2030</b>
Success Rate	92%	90%	90%
<b>NFSB Results</b>	<b>June 2019</b>	<b>2022</b>	<b>2030</b>
Success Rate	93%	90%	90%
<b>NFSB Results</b>	<b>June 2020</b>	<b>2022</b>	<b>2030</b>
Success Rate	No exam this year	90%	90%
<b>NFSB Results</b>	<b>June 2021</b>	<b>2022</b>	<b>2030</b>
Success Rate	No exam this year	90%	90%
<b>NFSB Results</b>	<b>June 2022</b>	<b>2022</b>	<b>2030</b>
Success Rate	85.7%	90%	90%

Although the NFSB Success rate is below the target set by the Ministry this year, we continue to strive for an increase in individual student results and will focus on early literacy, foundational literacy skills development, and support for struggling readers via:

- **Training and Instructional Practices:** Increased professional development for teachers on foundational literacy skills and their progression of development, via the Early Literacy Action Plan (workshops, SharePoint site, etc.).
- **Assessment Practices:** Revised assessment plan (timeline and tools) for earlier identification and intervention.
- **Targeted Intervention Practices:** 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:	Ministry of Education of Québec (MEQ)
Report:	SIMACS and GIESS
Date:	January 2018 to January 2022

	Reference Year	Targets	
<b>Province of Quebec</b>	<b>2016-2017</b>	<b>2022</b>	<b>2030</b>
Percentage of buildings in satisfactory condition	68.0%	85%	100%
<b>New Frontiers School Board</b>	<b>2017-2018</b>	<b>2022</b>	<b>2030</b>
Percentage of buildings in satisfactory condition	78.6%	85%	100%
<b>NFSB Results</b>	<b>2018-2019</b>	<b>2022</b>	<b>2030</b>
Percentage of buildings in satisfactory condition	80.6 (83.9%*)	85%	100%
<b>NFSB Results</b>	<b>2019-2020</b>	<b>2022</b>	<b>2030</b>
Percentage of buildings in satisfactory condition	82.6%*	85%	100%
<b>NFSB Results</b>	<b>2020-2021</b>	<b>2022</b>	<b>2030</b>
Percentage of buildings in satisfactory condition	84%	85%	100%
<b>NFSB Results</b>	<b>2021-2022</b>	<b>2022</b>	<b>2030</b>
Percentage of buildings in satisfactory condition	73%**	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 MEQ 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 MEQ provided revised data for 2018-19, and data for 2019-20 which was previously unavailable.

\*\*The MEQ implemented a new provincial building assessment program which reduced the overall rating of public buildings.

## 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

#### 2021-2022 Report

- Social Integration Services programming available in two Centres;
- English Second Language courses offered to adult students;
- The Youth-Adult Councillors Committee followed a process for at-risk students.
- Use of resources and tools to assess literacy and numeracy skills:
  - NFSB Early Literacy Action Plan in place
- Many community partnerships in place supported by our CLC team.

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\*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

#### 2021-2022 Report:

- Increased emphasis on outdoor and free play, beginning in the preschool cycle program.
  - Outdoor classrooms
  - Outdoor kitchens and play areas
  - New playground structures
- Health Eating & Active Living (HEAL) Committee is active
- Increased extracurricular activity offerings in both high schools
- Several schools involved in « A l'école, on bouge au cube »

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#### Reference:

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