



New Frontiers School Board

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

2022-2023 Annual Report

Year Five Results

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

**Extended by one year by the Ministry of Education of Québec*

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.

This 2022-2023 Annual Report was deposited with the Minister of Education, Bernard Drainville, on December 21, 2023.

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





Vision

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

Mission

To realize our Vision, our Mission is to:

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

Motto

Education, a lifelong journey

Governance

The Council of Commissioners

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

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

Code of Ethics & Professional Conduct for Commissioners

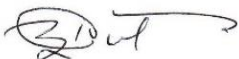
The Ethics Officer's mandate is to examine any expressed complaint directed towards a commissioner, and to determine, when applicable, if a commissioner has been in contravention of the "Code of Ethics & Professional Conduct for Commissioners". In the case of an identified contravention by a Commissioner,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

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

Report of the Ethics Officer:

Pursuant to my obligations in regards to Section 11.2 of the Code of Ethics and Professional Conduct for Commissioners please be advised that my Annual Report of Activity for the 2022-2023 school year ending on June 30, 2023 is without incident or complaint.

Respectfully,



Bernard Huot
NFSB Ethics Officer
October 3, 2023

Chair - John Ryan

Division #1 & Vice-Chair - Raymond Ledoux

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

Division #2, Karin Van Droffelaar

Includes a section of Chateauguay 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 Chateauguay River and Saint-Bernard Road back to the starting point. Includes the Mohawk Territory of Kahnawake.

Division #3, Lina Chouinard

Includes a section of Chateauguay 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 Chateauguay River, St-Francis Blvd to the starting point.

Division #4, Kenneth Crockett

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

Division #5, Joy Thomas

Includes the City of Mercier. Also includes the section of Chateauguay 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 (resigned effective May 26, 2023)

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

Commissioners Representing Parents – July to October 2022

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

Commissioners Representing Parents @ November 2022

Elementary Representative	Lorne Ferguson
Secondary Representative	Caleigh Saucier
Special Needs Advisory Committee Representative at Large	Brenda Bourdeau Jennifer Largan

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. All of our elementary schools offer the four-year-old kindergarten program.

At the **secondary level**, we have many options to meet the needs of our diverse population. Each of our high schools offer traditional educational pathways, work-oriented training pathways, and have specialized classrooms for students with special needs. Both high schools also offer a wide range of extra-curricular activities.

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, July 1 - May 31, 2023 Mike Helm, June 1, 2023
Assistant Director General	Mike Helm, July 1 – May 31, 2023 Cuthbert McIntyre, June 1, 2023
Secretary General	Mike Helm, July 1 – May 31, 2023 Luisa Benvenuti, June 1, 2023

Department Directors

Continuing Education	Chantal Martin
Educational 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

Ms. Zielinski returned to CPS for a second year as Principal, but unfortunately, due to a medical condition, could not finish the school year. CPS then welcomed Mr. Gary Tennant and Ms. Sylvie Dumouchel as replacement principals for the remainder of the school year. This was challenging for the staff and students, but together everyone was able to continue and implement great initiatives. The school was proud to continue with the monthly Pillars of Character. Each assembly was led by grade-level teams that involved students as well as staff. The school participated in several cultural activities; amongst the highlights were the involvement with the Montreal Steppers, the return of Music in the Park and a school Pow Wow during the National Week of Reconciliation. Many student activities were done in conjunction with the school Parental Participation Organization. Some activities that were brought to life thanks to our staff and PPO were the Welcome-Back Community BBQ, the Halloween Haunted House and The Colour Run/Foam Party. They created many extra special memories for students! CPS continues to be a leader in academics, the arts, physical activity and the NEST (Nurturing Each Student Today) program.

Franklin Elementary School

Eveline Holzhauser-Taylor, Principal

Franklin Elementary School had an enrolment of 67 students from pre-kindergarten to grade 6. Decreased Covid-19 restrictions allowed participation in many more activities. Students attended athletic events such as cross-country, badminton, basketball, track and field and the Terry Fox Run. An “En Montérégie, On Bouge!” grant allowed grades 1-6 to complete swimming and water safety lessons. We continued our community partnership with Blair Orchards with nature walks, a sugar shack visit, student lunches, an apple blossom walk and our grade 6 graduation. Valued partnerships with Nature Canada (Earth Values) and Dawson College allowed for field trip sponsorship and student workshops through the Community Recreation Leadership Training offered by Dawson students. Arts and culture continued to be an emphasis in our school with concerts, NFSB Arts Fest, cultural diversity days, National Day for Truth and Reconciliation and a Caribbean dancing workshop (Art Inspire). Community outings and field trips were back this year, giving students the chance to visit the Droulers-Tsiionhiakwatha Archaeological Site, L’Estacade and Eco-Museum. Our outstanding PPO (Parental Participation Organization) was in full swing again, fundraising to offset student and school enhancement costs. Students benefited from the book fair and the installation of a gazebo for our school yard. We continued to work on PBIS (Positive Behaviour Intervention Support) and students attended mindfulness workshops. Franklin’s gym was outfitted with sound panels, making it a multi-functional space once again. Our committed Principal, Ms. Taylor, retired at the end of the school year, transitioning the role to a new principal.

Gault Institute

Brigitte Barrette, Principal

Gault Institute offers quality English education to more than 300 students from pre-kindergarten to grade 6. French lessons are taught to students in cycle 1 through cycle 3 by French specialists, 300 minutes per week. Literacy is paramount; students who find reading and mathematics challenging are supported through daily resource and remediation sessions. Students have access to various interactive technology in every classroom, including iPads in cycle 1 and mobile computer labs in cycles 2 and 3. These devices offer WordQ and SpeakQ, a speech-recognition software providing word prediction and speech feedback. Our students explore technology through coding and robotics workshops, supported by our RECIT and ICT consultants. A multitude of sports and recreational activities are offered to our students through our physical education classes and extra-curricular activities, such as the Terry Fox Walk, basketball, cross-country, badminton, etc. Our Community Learning Centre (CLC) adds value to our school with partnerships with artists from various art domains such as dance, visual arts and musical performances. Our students have access to an after-school homework program with an emphasis on literacy skills. Our school believes that strong relationships will continue to foster personal and social skills growth which will reinforce the importance of respect and appreciation for individual uniqueness.

Harmony Elementary School

Serge Dubuc, Principal

The Harmony Elementary staff and students were excited to get back to more normal educational and extra-curricular activities this year now that the threat of Covid-19 has subsided. Lunch time sports were offered regularly, students participated in The Music Fest and Talent shows, and special activities like the *Parliament Écolier* and the extended field trip to Quebec City were resumed. Our mission of promoting awareness and inclusion remained a central focus this year. Students learned about important historical figures through our annual Terry Fox fundraiser and run, our National Day for Truth and Reconciliation assembly and activities, our Remembrance Day Ceremony, and the projects, guest speakers and performers that helped widen our collective understanding during Black History Month. Of course, there was also time for fun. With the support of our hard-working PPO (Parental Participation Organization), we had a Halloween Tombola, an Elf Day, and an end-of-year outdoor Fun Day. Our student council organized a decoration club and an Easter egg hunt for the whole school. 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. 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 from pre-kindergarten to grade 6. Decreased Covid-19 restrictions allowed us to participate in many more activities. Students attended athletic events such as cross-country, badminton, basketball, track and field, after-school field hockey and the Terry Fox Run. Arts, culture, and community involvement continued to be a major emphasis in our school, with students participating in Remembrance Day literary and poster contests, school plays and concerts, a Black History Month guest speaker, the NFSB Arts Fest and bucket drumming (Art Inspire). Hemmingford students joined in leadership opportunities such as Student Coalition, Leadership and Lunch Buddy groups, as well as National Day for Truth and Reconciliation and Pink Shirt Day. Community outings and field trips were back this year, giving students the chance to visit the Biodome, Ninja Factory, movie theatre, Parc Safari, L'Estacade, Grease the Musical and a sugar bush. Our dedicated PPO (Parental Participation Organization) was in full swing again, fundraising to off-set student and school enhancement costs. Students benefited from a welcome-back corn roast, pumpkin decorating, the book fair, monthly Fresh Fridays, gardening activities, an Easter egg hunt, nutrition and cooking workshops, an end-of-year BBQ and the installation of a gazebo for our school yard. Our committed Principal, Ms. Taylor, retired at the end of the school year, transitioning the role to a new principal.

Heritage Elementary School

Collin Thomas, Principal

Heritage Elementary School continues to serve the English population of Huntingdon and the surrounding municipalities. With an enrollment of 207 for the 2022-2023 school year, our focus was equally on two priorities: socio-emotional support and academic success for all our students. We also began a community outreach program to continue to develop our family connection and relationships, in school, and in support of student learning. The creation of a supportive, alternative classroom environment was the focus of our efforts in supporting the socio-emotional learning and wellbeing of our students. This classroom, known as our “Reset Room” was staffed by several special education and social work technicians. The room was dedicated to allowing students a safe space to co-regulate their emotions in a safe environment. Academically, we continued with the development and implementation of What I Need (WIN) Time, our Response to Intervention Structure. This structure called on all adults in the building, pairing with homeroom teachers for 30 minutes each day, allowing for teachers to focus on targeted literacy instruction. Finally, our continued development of relationships with our parents and community in general revolved around the idea that Heritage Elementary was a place for everyone. We coined the phrase that Heritage was “Our House,” and that meant that the school and what we worked on there belonged to all of us, parents, students, staff, and our community. Heritage Elementary looks forward to continued development of these elements in support of our students and their families in the years to come.

Howick Elementary School

Melanie Primeau, Principal

Howick Elementary is a growing family of over 200 students. Since 2017, we have not stopped growing and have continued to adapt to these new realities. Our Governing Board held six meetings, all in person. Our focus continued to be our educational project objectives which include a sense of safety at school, reading levels in both languages, and mathematics results. Staff and Governing Board members were proud to review our academic results and progresses from the last four years, and worked together to find solutions to identified challenges, such as our new NEST (Nurturing Each Student Today) room initiative, and social support at lunch and recess. Our Parent Participation Organization, our Governing Board, and staff were very active with fundraisers that supported academic, social, and cultural initiatives in and out of the classroom. Students enjoyed “International Days” in the cafeteria, a grade 6 trip to Ottawa, and the performing arts department, which put on two amazing performances: The Grinch Who Stole Christmas and The Wizard of Oz, with our grades 5-6 students. Through these fundraisers we were also able to add to our trust fund accounts for the cafeteria and outdoor space for future investment initiatives. Our goals for the following year are to continue to use and research local resources, bring the community back into the school, and focus on mental health and mindfulness activities, as we know that the social-emotional well-being of students is where their ability to learn starts.

Mary Gardner School

Lynn Harkness, Principal

Mary Gardner School had an amazing 2022-2023 school year! Our focus addressed meeting the needs of the individual with an emphasis on early intervention, and we are truly thankful for a year filled with learning and activities. We are a school community of approximately 350 students, from pre-kindergarten to grade 6, 18 homerooms, 24 awe-inspiring, full-time teachers, including specialists in physical education, music, and technology and our awesome 25 daycare and support staff. We pride ourselves in fostering a caring, supportive environment based on mutual respect that encourages life-long learning. We strive to meet the needs of all our students, support inclusiveness and help them achieve their full potential. We continued focusing on the importance of early identification and intervention, through our Response to Intervention model, supporting student successes both academically and socially, highlighting social-emotional learning as an important element in the lives of students. Our resource initiatives continued prioritizing literacy development as we continue working with the new NFSB Early Literacy Action Plan. We were able to partake in many extra-curricular activities and school-wide activities, such as Anti-Bullying Week, “I Love to Read” Week and National Day for Truth and Reconciliation activities highlighting Indigenous traditions. Students were able to enjoy unique field trips and have our traditional Fun Day to kick off summer vacation. As a team of educators, we participated in numerous professional development opportunities to initiate programs that support students with special needs. We had quite a busy year and look forward to another productive year ahead!

Ormstown Elementary School

Nancy Richer, Principal

Students and staff had another memorable year at Ormstown Elementary School! We began our first week with a Welcome-Back Corn Roast and an afternoon of games, music, and dancing in our school yard. Our dedicated teachers continued to enhance students' social-emotional learning (SEL) through the implementation of the “Zones of Regulation” program. Our staff planned an eventful “I Love to Read” Week, which included engaging literacy activities designed to ignite a love for reading among our students. We proudly hosted the Valley Schools Run for cycles 1-3 students and the Valley School Track and Field event for all cycles 2-3 students. Our dedicated grades 5 and 6 team organized and facilitated a memorable field trip to Quebec City, where a total of 55 students had the opportunity to participate. The trip involved exploring historical sites, cultural landmarks, and engaging in various educational activities that complemented the curriculum. OES hosts an annual Performing Arts Production. This year, our cycle 2 and 3 students actively participated in staging a production of Peter Pan. Two environmental initiatives took place at our school this year, including building and implementing a composting bin in our school yard, and the creation of a pollinator garden. These environmental initiatives not only contributed to a greener and more sustainable school environment, but also helped students gain a deeper understanding of their role in preserving and protecting the planet. 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 and Community Learning Centre continued to have a super school community. Our Governing Board, PPO (Parental Participation Organization) and school staff all work together to ensure student success. Student success is different for each child, and as a team, we can combine social, emotional, and academic activities to make a difference in student lives. Kindness and acceptance of others are the guiding principles that are taught and modeled every day. We worked hard on making new and keeping old connections with our neighbouring community of Kahnawake. We even had several local businesses help us with our Indigenous Culture Week. St. Willibrord continued to be a welcoming school to our whole school community, and we were happy to have several CLC partnerships continue. We were fortunate to have funding to allow for Pet and Art Therapy programs, as well as hiring two social work technicians to help more students succeed socially and emotionally. Each year brings new challenges as our school population keeps growing. There are many initiatives that we would like to bring to life, but not having the physical space to do so is an issue. Through all the challenges, the St. Willibrord team works persistently to ensure the success of our students as well as a safe environment.

Chateauguay Valley Regional High School

Anick Leclerc, Principal

2022-2023 was an exciting one at Chateauguay Valley Regional High School (CVR)! Many renovation projects took place, to offer rejuvenated areas for our students and community to enjoy. Furthermore, our main office was updated and refreshed, the Home Economics kitchen was renovated with the addition of new cooking tools, and a multi-purpose room, which holds the library and multimedia centre, was renovated, and modernized. Our school community continued their work on recognizing and valuing local Indigenous heritage by participating in numerous professional development activities for staff, including visits to Kahnawake and the Mohawk Valley in New York. Our students took part in numerous learning opportunities and field trips. The school team also created the “Cedar Room”, a safe space for connections to be made and learning to thrive. Our school prides itself on offering a variety of leveled French Language Programs, including *Français langue seconde programme de base et programme enrichi*, and *Français langue d'enseignement*. This past year saw another offering at CVR: Middle School option courses for all secondary 1 and 2 students to explore a topic interesting to them. The CVR staff is dedicated to student learning and overall sentiment of belonging by offering lunch and after-school tutorials, social and emotional support and a variety of clubs and extracurricular activities. Our Community Learning Centre continues to play an 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.

Howard S. Billings Regional High School

Lynn L'Esperance, Principal

2022-2023 was busy and productive! Our high school is comprised of several programs and pathways: students can work towards a secondary diploma, attend the Learning Center according to their special needs, or opt for the Work-Oriented Training Pathway leading to certification in the world of work. Students may also apply to our enriched International Baccalaureate Programme. We solidified and enriched our Literacy Initiative and expanded it to provide directed resource and remediation time to students in both English Language Arts, as well as in French Second Language; students are annually to see if they are reading or performing below their grade level. We increased our socio-emotional support to students through an expanded Student Resources Team. Perhaps most excitingly, we were hard at work behind the scenes, collaborating with a team from McGill University to create and implement a new Middle School program based on the NextSchool model, where increased student engagement is the heart of the program. Teachers spent several days in workshops learning about the advantages and potential of the program and worked together to bring the “HIVE” program to life for a September 2023 launch for our grades 7 and 8 students. The school acknowledged and commemorated several special days during the year, including Orange Shirt Day, honouring the victims and survivors of the residential schools and their families and Pink Shirt Day to speak out against bullying. Several activities were organized throughout the month of February to mark Black History Month, and guest speakers addressed our students about the Holocaust.

Chateaugay Valley Career Education Centre

Derek Stacey, Centre Director

During the 2022-2023 school year at the Chateaugay Valley Career and Education Centre, both health and carpentry programs had several cohorts of graduates. Of special note, our 2022-2023 cohort of Health Assistance and Nursing (HAN) group had 14 graduates, and all of them were successful in completing the OIIAQ (*Ordre des Infirmières et Infirmiers Auxiliaires du Québec*) licensing exams and can now work as LPNs (Licensed Practical Nurse). The health department collaborated with numerous community organizations, such as CISSMO (*Centre intégré de santé et de services sociaux de la Montérégie-Ouest*), MWCN (Montérégie West Community Network), *Ancres et Ailes*, *Residence Elle* and many others. These collaborations led to enriched student learning experiences. Spatial constraints remain a challenge, however, staff continue to come up with innovative ways to maximize the number of groups running in the building at one time. This year brought a fair number of challenges, including some staffing changes, but everyone worked together to ensure things ran efficiently and always kept student learning at the forefront. The centre was always bustling with activity. Our student supervisor prepared lunches a few times a week for anyone to partake in. The student advisory committee, made up of a representative from each class, spearheaded many events that brought people together, such as our holiday party and welcome-back-to-school barbeque. The staff in the centre creates a caring environment for all students and the staff's professional and adaptability ensures success with all endeavors.

Huntingdon Adult Education and Community Centre

Derek Stacey, Centre Director

The 2022-2023 school year saw the Huntingdon Adult Education and Community Centre reopen fully to the community for the first time since the pandemic. Many new partnerships were formed with local organizations and meaningful connections made between partners and students. In November, our MWCN (Montérégie West Community Network) Greenhouse café officially opened. Melissa Sunshine Camp, a program for adults with exceptionalities, continued to operate. We welcomed one group of horticulture students who worked with local entrepreneurs to develop ways to promote their spring plant sale to a wider audience. The Adult General Education department officially registered students into the Work Ready program. Students complete academic courses in addition to building up workforce skills with hands-on work stages. Both the Work Ready program and our Social Integration initiatives were winners of a QESBA (Quebec English School Board Association) award in the spring of 2023. As part of their program, Social Integration students create handcrafted items, made from recycled materials, which they sell to the public in their Boutique To.Us, with profits reinvested into their program. Another of their projects is computer recycling, where they refurbish obsolete laptops by installing new operating systems and donating them to students in need of a laptop. This project connected almost 100 families with access to technology! While the year saw many challenges and a few staffing changes, the dynamic team focused on solutions and continued to support all students, going above and beyond to ensure that students were supported and connected with resources they needed.

Nova Career Centre

Bonnie Mitchell, Centre Director

The vision of our centre is to provide adult learners with opportunities for success. In our vocational training programs, we continued modernizing our facilities, equipment, and practices. Some examples of this are programs such as Drafting and Construction Business Management moving to a hybrid model of instruction, thus giving students the choice of attending classes online, or in person, based on their learning preference. Our welding shops underwent a transformation, making them more welcoming and safer. We also continued creating exciting new partnerships with industry leaders, such as between Paul Mitchell and our Hairdressing Department. Continuing to focus on trades and recognizing our responsibility to Nova's community, we hosted workshops supporting women taking non-traditional programs and hired an Indigenous Liaison to help support our Indigenous students. In our adult general education programs, students can take the necessary courses needed to reach their goals. These can range from obtaining the credits needed for a high school diploma, to completing the prerequisites for taking a trade program, or even working toward their social integration plans. Regardless of the path chosen, all our adult learners who require extra support have access to the centre's resources they need to succeed, be it from resource teachers, to special education technicians to our counsellors and psychologist; they are all there to help. In line with our vision, during the school year, Nova welcomed 484 vocational students and 180 students in our adult general education. Nova continues to be a vibrant and exciting place to learn and grow.

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, 2022 to June 30, 2023, the New Frontiers School Board entered into 11 service contracts equal to or greater than \$25 000, for a total amount of \$481 000.

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 2022-23 school year, the Director General received seven (7) 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.

Information Resources

The New Frontiers School Board has responded to legislative amendments introduced in the *Act respecting the governance and management of information resources*, leading to a comprehensive Digital Transformation Plan (DTP). This strategic framework aligns with the eighteen mandated minimal security thresholds, establishing the foundation for a secure and technologically advanced network within our system.

In 2022-2023, NFSB invested \$673 746 towards the maintenance of its existing infrastructure and the replacement of outdated devices. Noteworthy acquisitions, such as robotics kits, BenQ boards, Smartboards, and Makey-Makey kits, exemplify our dedication to an innovative and enriched learning environment. The integration of sophisticated tools like Mozaik and Microsoft 365 (O365) has elevated communication and pedagogical methodologies.

NFSB continues to participate in the *Réseau d'informations scientifiques du Québec (RISQ)* internet network, a testament to our commitment to leveraging shared resources and promoting collaborative initiatives. We are dedicated to the continued refinement and implementation of our Digital Transformation Plan, ensuring that it remains adaptive to evolving educational objectives, emerging technologies, and the dynamic landscape of information security.

Student Ombudsman

The Student Ombudsman's (SO) mandate is to examine complaints from students or their parents/guardian, in conformity with any applicable laws and/or by-laws, such as the Education Act (section 220.2) and the "By-laws on the procedure for the examination of complaints from students or their parents established by the New Frontiers School Board (NFSB), and the Regulation respecting the complaint examination procedure established by a school board.

The complaint process is usually initiated by a parent, or sometimes (very rarely) by a student that directly contacts the Student Ombudsman or directly addresses the school administration to file said complaint. Typically, the complainant is asked to outline the situation in detail. The Student Ombudsman encourages this to fully understand the problem reported and to help determine the best action to take next, including redirecting said complaint within the school system or to administration for follow up. Also, active listening, discussing and sometimes simply meeting with the parents, to understand the situation, can very often help resolve the problem. If, however, there is no resolution at school level, then the SO 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

Finally, the 2022-2023 school year was a return to a certain level of normality for the education system, as was the case for the population in general, all having been confronted with the Covid-19 pandemic and its effects. Hence, after three years of "Covid" perturbations, which resulted in school reorganizations, adaptative measures, and adjustments, getting back into routine mode was necessary. All of this was evidently difficult for the students, but also for the teachers and NFSB administration who, all the while, had to ensure ongoing pertinent quality education, adapted to the important constraints imposed upon the system.

Considering the above, you will thus find hereafter an enumeration of concerns and complaints expressed by parents during this period. However, these complaints, although clearly expressed by the parents, did not go through the full regulatory applicable Student Ombudsman (SO) process, and were thus redirected after discussions with the SO to either school and/or NFSB administration, albeit with SO involvement, through communications with parent(s) and school administration to assess cases and consider solutions.

The complaints and preoccupations expressed by the parents, relating to Pre-kindergarten, Elementary, High School and Vocational Training School levels related to:

1. Special needs' students transitioning from elementary to high school. Performance appraisal and grading.
2. Questioning recognition of stepfather, acting as parent, to deal with administration and school.
3. Involvement of DPJ initiated by school as to student case.
4. Psychological assessment of students made "intra-school".
5. Parents opposing any kind of medical assessment imposed.
6. Ambulance transportation of student to hospital emergency. Controversy as to cost and necessity.
7. Police involvement as to high school students identified in out-of-school incident.
8. School bus transportation as to routes and schedules and absence of service provided.
9. Disciplinary suspensions and exclusions of events/activities/excursions.
10. Illegal Student communications through "sextos" resulting in police involvement.
11. Medication protocols applicable to students, provided by school, with parent's requests and consent.
12. Intimidation and bullying of elementary vulnerable student by other same-class students. Follow-up made both with Education Director, school principal and parent.
13. Questioning of process to protect victim and response to problem and commitment to resolve situation.
14. Treatment or dealing with alleged "bullies" and intimidators.
15. Problematic vocational student with violent/aggressive behaviour-suspension.

COMPLAINANTS, COMPLAINTS AND SCHOOL LEVELS

Level	Parents	Summary
Pre-Kindergarten/ Elementary	5	<ul style="list-style-type: none">• Intimidation/ Bullying• Psychological assessments• Administrative decisions• Special needs students• Appraisal and grading• Protection of victims
High School	7	<ul style="list-style-type: none">• Third Party involvement (Police, DPJ, medical issues and assessments)• Special needs students, appraisal, grading)• Disciplinary issues• Administrative decisions• School busing• Legal obligations/requirements• Parent requests
Vocational	1	0
Others	0	0
Total	13	0

* There were no complaints received from students

All these identified preoccupations were discussed with parents and school administration. I can personally say that follow-ups were made and generally, solutions were found, or progress was made.

IMPORTANT LEGISLATIVE CHANGES

Last year I mentioned that the Québec Government was to implement a new complaints' process and reorganize the Student Ombudsman structure, as it presently exists, to come into effect in 2023. Consequently, my specific NFSB Student Ombudsman mandate will terminate in September 2023; this 2022-2023 Student Ombudsman Annual Report is therefore my last.

MESSAGE RELATED TO THE END OF MY MANDATE AS STUDENT OMBUDSMAN (NFSB)

More than ever, we must remember as a society, that education is what makes a society. It is what gives it its strengths and its values, and above all its future. It is a vital part of what makes us proud and confident. Education is precious, it is to be cherished and cared for, by everyone, at all levels.

Since this is my last official report, I wish to thank all of you who collaborated with me, for the benefit of the students, and reassurance of their parents. Education was, and is, "OUR" priority and commitment. Without students, there are no educational systems, there are no school boards.

On a personal note, I must specifically thank the NFSB who, during my mandate, through its Council of Commissioners, its personnel and administration, helped and supported me in my role as Student Ombudsman.

I also want to express my sincere gratitude to those parents and students who shared with me their concerns and problems and gave me their trust to help them with their issues. More specifically, I must underline the exemplary availability and cooperation I received from Cuthbert McIntyre and Michael Helm, in their respective roles as "then" Secretary General, and from James Walker as Director of Educational Services, and from so many school principals, teachers and staff members.

It was an honor to be NFSB's Student Ombudsman, during these many years. I am certainly grateful for the rewarding added professional experience it gave me, and above all, I do hope I was able to make a positive difference for those who needed it. At least, I can assure you, I did try.

Sincerely and respectfully submitted,

A. Linda Julien, Lawyer
Student Ombudsman
New Frontiers School Board

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:	Ministry of Education of Québec (MEQ) - Charlemagne
Report:	889000_PEVR_Indicateurs_1_2_3_8.xlsx
Date:	Data extracted from Charlemagne on 2023-12-14
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
NFSB Results	2020-2021 Data			
Boys	72.3%	11.5%	2022	2030
Girls	83.8%		5.0% max	5.0% max
NFSB Results	2021-2022 Data			
Boys	73.7%	12.6%	2023	2030
Girls	86.3%		5.0% max	5.0% max

Boys have historically exhibited lower success rates. Pedagogical consultants continue collaborating with school teams to emphasize differentiated instruction and deliver lessons that are connected to real-world contexts. Notably, school teams are making strides in leveraging data to identify learners at risk, contributing to ongoing progress in this area. Schools are also focusing on ways to engage boys in extracurricular activities and enhance their involvement in school life. This holistic approach aims to create a more inclusive and supportive educational environment for all students.

This year, we are pleased to see that there was an increase in the boys' success rates, however, our gap widened because the improvement in the success rates of our female students was greater.

*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) - Charlemagne
Report:	889000_PEVR_Indicateurs_1_2_3_8.xlsx
Date:	Data extracted from Charlemagne on 2023-12-14
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%
NFSB Results	2020-2021 Data			
EHDA	63.9%	20.8%	2022	2030
Regular	83.1%		25.3%	17.0%
NFSB Results	2021-2022 Data			
EHDA	55.9%	28.7%	2023	2030
Regular	84.6%		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)

Over the course of this Plan, we have seen an increase in the number of students needing extra support. Between 20% and 35% of our student body is identified as EHDA. To support these students we have several initiatives in place:

- Updated Individualized Education Plans (IEPs) to make them more responsive and aligned across all subject areas.
- Ongoing efforts to refine the process of modifying the curriculum for students.
- Revising the process for establishing closed classrooms to create environments that facilitate specialized support.
- Creating nurturing and support centers to address the needs of students dealing with trauma.
- Supporting our schools with the organization services and the deployment of decentralized funding.

When we compare the 2021-2022 cohort to 2020-2021, the data reveals that the 2020-2021 cohort had a higher proportion of students with IEPs but a lower number of students with handicapped codes. Consequently, the percentage of students with handicapped codes among the EHDA cohort was higher in 2021-2022.

Students in Secondary Schools Designated as “Disadvantaged”

Data Source:	Ministry of Education of Québec (MEQ)
Report:	889000_Taux_diplomation_qualification_ed2022.xlsx
Date:	Not available at time of submission
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%
NFSB Results	2020-2021 Data			
Disadvantaged	67%	17.2%	2022	2030
Intermediate	84.2%		4.5%	3.0%
NFSB Results	2021-2022 Data			
Disadvantaged	TBD	TBD	2023	2030
Intermediate	TBD		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.

First Generation Immigrants

Data Source:	Ministry of Education of Québec (MEQ) - Charlemagne
Report:	889000_Taux_diplomation_qualification_ed2022.xlsx
Date:	Not available at time of submission
Province Indicator:	Écart entre les élèves immigrants de première génération et les autres élèves
NFSB Indicator:	Écart entre les élèves immigrants de première génération et les autres élèves

FIRST GENERATION IMMIGRANTS	Reference Years	Gap	Gap Target	
Province of Quebec	2014-2015 Data (2008-2009 Cohort)		2022	2030
First Year Immigrants	75.0%	3.8%	3%	2%
Second Year Immigrants	84.0%	5.0%	3%	2%
Other Students	76.0%			
New Frontiers School Board	2014-2015 Data (2008-2009 Cohort)		2022	2030
*First Year Immigrants	62.5%	14.1%	7.2%	2%
**Second Year Immigrants	78.3%	1.7%	3%	2%
Other Students	76.6%			
NFSB Results	2016-2017 Data			
*First Year Immigrants	80%	0.7%	7.2%	2%
**Second Year Immigrants	No longer available		3%	2%
Other Students	80.7%			
NFSB Results	2017-2018 Data			
*First Year Immigrants	57.1%	34%	7.2%	2%
Other Students	81.1%			
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%			
NFSB Results	2020-2021 Data			
*First Year Immigrants	80%	-3.2%	7.2%	2%
Other Students	76.8%			
NFSB Results	2021-2022 Data			
*First Year Immigrants	TBD	TBD	2023 7.2%	2030 2%
Other Students	TBD			

*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) - Charlemagne
Report:	889000_PEVR_Indicateurs_1_2_3_8.xlsx
Date:	Not available at time of submission

	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
NFSB Results	2021-2022	2022	2030
Proportion of Students	6.3%	6% max	5% max
NFSB Results	2022-2023	2023	2030
Proportion of Students	TBD	6% max	5% max

Longitudinal research identifies the impact of grade retention on the overall student success. This is evident in the success rates of our 2015 cohorts, where students entering high school at 13 and over received their certification or diploma at a rate of 42.9%, whereas students starting high school at 12 and under had a success rate of 80.8%.

Retention of a student is the responsibility of the school administrator, who consults with various stakeholders to take a decision in the student's best interest. Each case is reviewed individually.

*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) - Charlemagne
Report:	889000_PEVR_Indicateurs_1_2_3_8.xlsx
Date:	Data extracted from Charlemagne on 2023-12-14
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%
NFSB Results	2014-2015 Cohort	2022	2030
First Diploma or Qualification	76.9%	84.0%	90.0%
NFSB Results	2015-2016 Cohort	2023	2030
First Diploma or Qualification	79.5%	84.0%	90.0%

NFSB cohorts are relatively small, with each individual student's success directly impacting the graduation and qualification rate. Given this, there may be significant fluctuations in the success rates each year, as exhibited by the results between 2008 and 2015. NFSB graduation and qualification rate for the 2015-2016 cohort shows a 2.6% increase.

The youth and adult sectors are collaborating closely in a concentrated effort to enhance support for our students. We have been working through processes and opportunities for collaboration to support and retain at-risk students effectively. Our efforts to enhance and improve data integrity involved comprehensive research into merging adult and youth sector student databases. We worked to create a tool that would cross-reference the data and establish a dynamic dashboard designed to efficiently pinpoint, monitor, and act upon students lacking certification and/or graduation.

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 2023-12-18

	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%
NFSB Results	June 2022	2022	2030
Success Rate	85.7%	90%	90%
NFSB Results	June 2023	2023	2030
Success Rate	79.3%	90%	90%

In light of the NFSB success rate remaining below the Ministry's set target for the current year, our commitment to enhancing individual student outcomes remains steadfast. Our strategic focus continues to center on early literacy, foundational literacy skills development, early intervention, and support for struggling readers through the following initiatives:

- Training and Instructional Practices – Emphasis has been placed on augmenting professional development opportunities for teachers, specifically targeting foundational literacy skills and their developmental progression. This is facilitated through the Early Literacy Action Plan, encompassing workshops, a SharePoint site, and other collaborative resources.
- Targeted Intervention Practices – Adjustments to Individualized Education Plans (IEPs) were made to facilitate a more holistic and consistent support for students requiring adaptation. This approach underscores our commitment to fostering an educational environment conducive to improved student success. As we navigate these challenges, our focus remains on continuous improvement for both our staff and students.

An analysis of the exam results shows that, of the students who were not successful, 77% obtained a mark of 55%. The success rate of the students in the course overall was 98%.

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/Maximo
Date:	January 2018 to June 2023

	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%
NFSB Results	2021-2022	2022	2030
Percentage of buildings in satisfactory condition	73%**	85%	100%
NFSB Results	2022-2023	2023	2030
Percentage of buildings in satisfactory condition	29%	39%	100%

Maintaining safe and hospitable learning environments has been a priority at New Frontiers for many years. One of our challenges 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. During the 2022-23 school year, all of our buildings were evaluated using the new Maximo system, a system with much stricter criteria than the previous system. It is also important to note that while 29% of our buildings are now “satisfactory”, the coding in 100% of our buildings either increased or remained the same. In recognition of the new coding system, the Ministry has also reduced its 2023 target from 85% to 39%.

*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; that year only 25% of NFSB buildings were re-inspected using stricter criteria (75% were still coded under the previous system).

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

2022-2023 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.

*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 »
- 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

2022-2023 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 ».

Reference:

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