



ASSOCIATION DES COMMISSIONS
SCOLAIRES ANGLOPHONES DU QUÉBEC

ACSAQESBA

QUEBEC ENGLISH SCHOOL
BOARDS ASSOCIATION

ANNUAL REPORT

November 13, 2021

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QESBA Annual Report 2020-2021

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The 2020-2021 year has been a trying one for many of us across the country and not only due to the obvious COVID-19 pandemic. Successive provincial governments have been attacking school boards and local democracy, leaving us in Quebec fighting a drawn-out battle.

As you are all aware, QESBA embarked upon a court challenge based on our Section 23 rights to manage and control our minority language institutions as prescribed in the Canadian Charter of Rights and Freedoms. In August of 2020, QESBA won a huge battle and a very rarely awarded stay of legislation (or injunction) and the government's appeal was voted down by the Québec court of appeals on the now adopted Bill 40 forcing the CAQ to hold regularly scheduled school board elections in November 2020 as Bill 40 currently does not apply to the English system.

This was a very complicated process for our member boards considering the COVID-19 pandemic forced the government to postpone our elections indefinitely after the process had begun in October 2020. Many of the seats we re-elected by acclamation due to the timing and pandemic, therefore our boards were able to certify most of the elected prior to the postponement. There were seven elections to be held for commissioner seats and two for Chairperson of two school boards facing contests.

The government decided to start the electoral process once again without consultation in December of 2020, only to postpone them once more due to the second COVID wave in Quebec.

Through this, Quebec's Superior Court heard the Bill 40 case on its merits in April of this year. Two weeks of expert testimony and many affidavits including compelling testimony from two Chair-people from the French Service Centre's on the dysfunctional make-up of the new Boards of Directors. The Justice assigned to the case is now reviewing all material and testimony and we hope to have a decision before December.

This has been the year of Superior Court in Quebec, the English Montreal School Board (EMSB), with QESBAs support is also fighting Bill 21: An Act respecting the laicity of the State. This law demands that religious symbols including clothing are forbidden for employees of the state including school staff. This, once again, is based on our system's right to manage and control our institutions. The notwithstanding clause in the Canadian Charter of Rights and Freedoms cannot be used for Section 23 rights. The EMSB won their case on its merits in Superior Court. The government is, of course, appealing the ruling and QESBA sought leave to intervene on appeal and we were granted that right.

Between these two court cases, this has been a difficult year for QESBA with government relations. Not only does the current government not believe in consultation, we have been fighting to continue to have a seat at the table at the Ministry of Education level to properly represent our member boards, especially during the very confusing COVID-19 pandemic and the daily changes in regulations.

Labour Relations Team

2020 Negotiations

The 2015-2020 collective agreements expired on March 31, 2020. In December 2019, the Labour Relations Team submitted to the various unions its management offers which included the priorities and elements identified during the consultation process and approved by the LRAC members. As of early January 2020, the negotiation teams initiated the actual negotiations process with their union counterparts representing the professionals, support staff and teachers.

After many months of ongoing negotiations, we concluded the provincial negotiations at the sectorial level for all agreements and Ententes. In fact, the last agreement in principle, that of the Professionals (P2), was finally reached on Friday, July 2, 2021.

On July 6, 2021, the CPNCA team led a session where participated members of the Directors of Human Resources (DHR) Table along with the Directors General. The intent was to provide highlights and inform about changes to the various collective agreements and Ententes. Then, on August 17, 2021, the Labour Relations Team held a “refresher” information session with members of the DHR Table to go over the various modifications made in the 2020 collective agreements and Ententes. This session also provided an opportunity to discuss other labour relations matters as 2021-2022 was getting underway.

During the summer months, while unions were away on vacation, the negotiating teams worked on revision of texts in preparation for follow-up meetings with the union counterparts. Meetings with the unions have resumed with QPAT in mid-September while other support staff and professionals’ groups will begin to meet as of the end of September 2021.

At the time of writing, the final stages of negotiations are still underway with the writing of texts; our negotiators will also be incorporating master texts provided by the intersectoral level into the provincial agreements and Ententes.

Renewal of working conditions for senior staff and senior executives

As it is always the case, following the completion of the provincial negotiations for unionized employees, the Ministry will now begin to discuss and negotiate the working conditions of senior staff and senior executives.

DHR Table

The DHR Table, composed of directors, assistant directors and coordinators of the Human Resources Departments of the nine school boards, has continued to hold monthly all-day meetings scheduled from September to May.

Since the outbreak of the COVID-19 pandemic, the Labour Relations Team also held weekly meetings, from March to June 2020, with HR Directors only. These weekly meetings provided directors an opportunity to discuss pressing issues related to the pandemic. At the directors' request, these "chat sessions" have continued to take place every two weeks during the 2020-2021 school year and will be maintained throughout 2021-2022.

The COVID-19 pandemic has called for new approaches to the services provided to the network in terms of labour relations matters.

In fact, the Labour Relations Team initiated daily reports to the network on statistics related to the pandemic. The Team also prepared and sent out a series of Q&A documents intended to provide guidance and recommendations on labour relations matters during these exceptional times. For example, our Team created a useful guide on managing staff absences during the pandemic—a tool that includes links to recommendations issued by the Ministry and health authorities; this guide continues to be reviewed and updated based on new information provided by public health authorities and the MEQ.

In 2020-2021, in addition to regular business meetings, the DHR team carried out, for a fourth year, the professional development project focusing on “mental health and well-being”. Members of the DHR Table continued to participate in our Professional Learning Community (PLC) journey, taking part in a series of five PLC activities focusing on “empowerment”, under the guidance of Richard Koestner, Professor in the Department of Psychology at McGill University. Two guest speakers also joined Professor Koestner for presentations.

In 2020-2021, the nine school boards reviewed their current Dispute Prevention Resolutions (DPR) processes and met, individually as board teams, with Me Thierry Bériault to look at means to improve

their DPR system. Furthermore, boards continue to develop and implement their own action plan.

Hay Method Training

The Labour Relations Teams organized a series of professional development sessions for members of the DHR Table, with a focus on understanding the use of the Hay methodology with regards to requests for reclassification of management personnel.

QESBA Branding

QESBA branding was a large part of the Strategic Plan adopted two years ago. You will see from this report that we have a new Logo and was launched with the new QESBA Website in this current fiscal year.

Loan of Service

The QESBA Board of Directors approved a loan of service to English Montreal School Board of the Associations Executive Director Russell Copeman that lasted from December 2020 to April 2021 while they embarked upon a search for their new Director General. Kim Hamilton, Director of Communications and Special

Projects was named Acting Executive Director, a role she held in the past.

Professional Development

QESBA was able to offer three professional development sessions online through Teams. Two featuring Me. Bernard Jacob following the first round of school board elections last fall on the role of the Chair, role of the commissioner and role of administration.

In January, we were pleased to have retired Peel District School Board (Canada's second largest board) Director of Communications Brian Woodland for a session on communications.

All three sessions were very well received and the evaluation forms from all three are attached at the end of this report.

CSBA Congress 2021

QESBA had agreed to be the hosts for the 2021 CSBA Congress and Gathering on Indigenous Education. We were able to join with CASSA and still plan a vast program that was offered online in early July. Kim Hamilton, Director of Communications and Special Projects represented QESBA on the Planning Committee.

Canadian Heritage Research Grant

QESBA embarked open an ambitious research project based on special funding received from Heritage Canada. We engaged a researcher on a contract basis to produce a statistical report for all nine member boards. Information gathered included number of English parents vs. French parents, language at home, actual drop-out rate vs. out of province moves. Eight of the nine member boards participated in this detailed report available on our website.

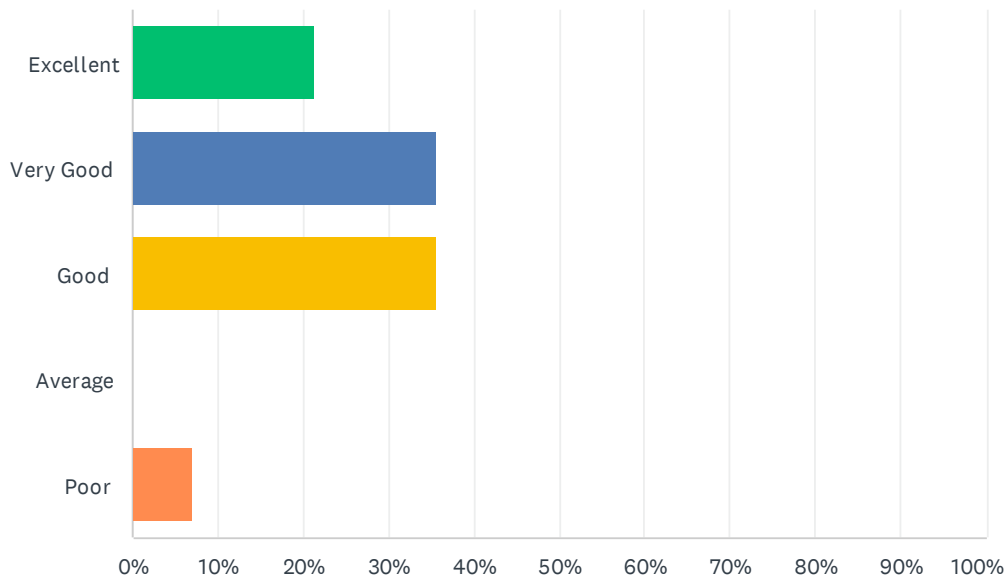
A second element she produced was best practices which will be deposited this year with the Board of Directors.

Government COVID-19 parameters

The staff of the QESBA has worked from home for the most part over the COVID-19 pandemic. We have found that regardless of the trying times, productivity was exceptional. We put together a schedule of days so that there were not multiple people in the office at once. Once the government regulation is lifted likely in January we will begin going back with a hybrid model to start.

Q1 What was your overall impression of the session for Chairs and Directors General by Me Bernard Jacob held on Saturday November 28, 2020?

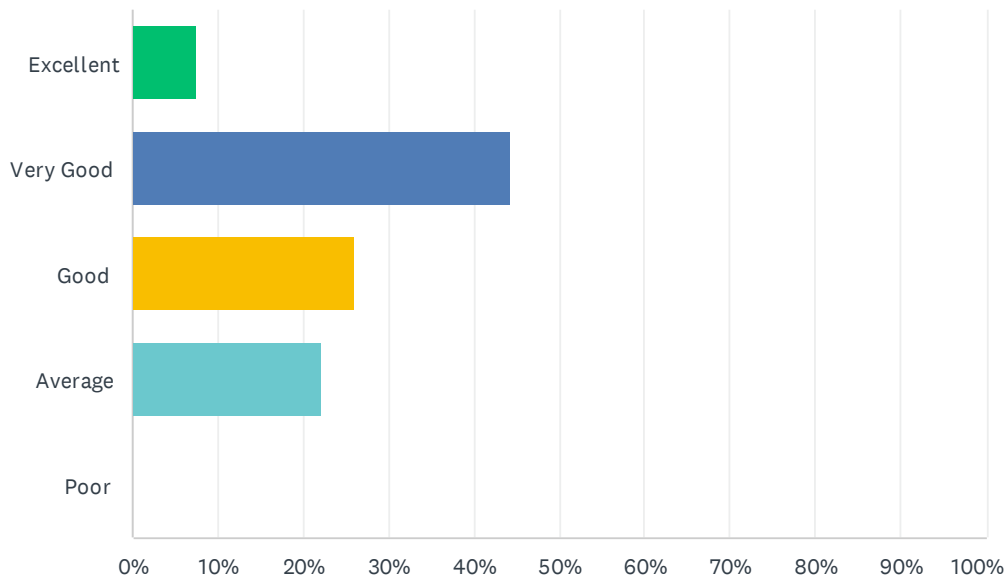
Answered: 14 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent	21.43%	3
Very Good	35.71%	5
Good	35.71%	5
Average	0.00%	0
Poor	7.14%	1
TOTAL		14

Q1 What was your overall impression of the session for Commissioners and Secretaries General by Me Bernard Jacob held on Saturday December 5, 2020?

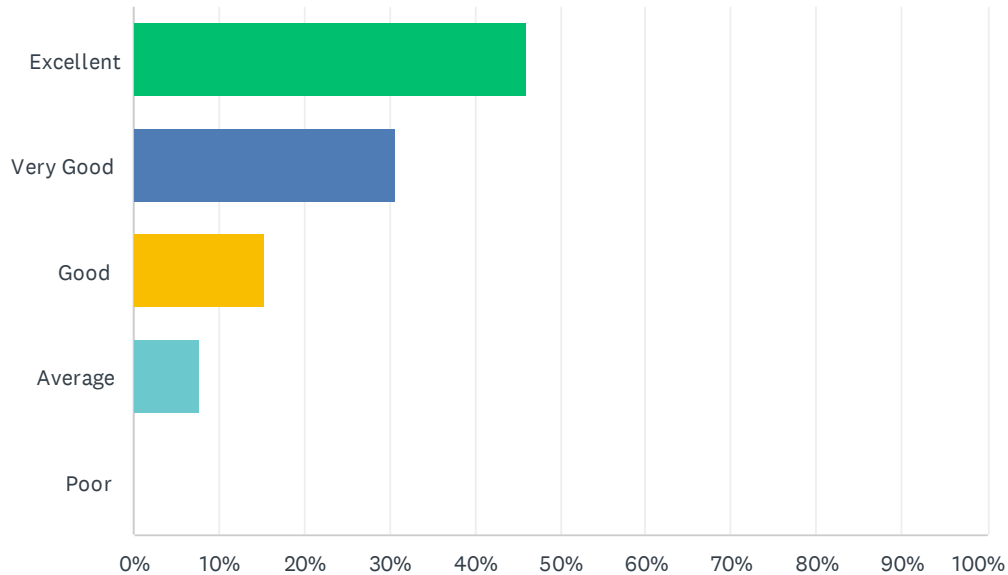
Answered: 27 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent	7.41%	2
Very Good	44.44%	12
Good	25.93%	7
Average	22.22%	6
Poor	0.00%	0
TOTAL		27

Q1 What was your overall impression of the session for Commissioners and Administrators by Brian Woodland held on Saturday March 13, 2021?

Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent	46.15%	12
Very Good	30.77%	8
Good	15.38%	4
Average	7.69%	2
Poor	0.00%	0
TOTAL		26

Report: Linguistic Profiles of English School Boards in Quebec



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Linguistic Profiles of English School Boards in Quebec

Description

The present report describes the linguistic portrait of the English minority language school system in Quebec. More specifically, it provides information on the linguistic profiles of families whose children attend English schools, as well as for administrators, teachers, professionals and support staff who work in the English school network.

Objective

The aim of this project is to provide sound data for the development of evidence-based policies in the field of minority language education to the English-speaking community of Quebec. The main product of this report is a database on the linguistic portrait of the minority school system in Quebec, which will benefit the entire English school network.

Methodology

Data collection for the present project started in December 2020. An education researcher from QESBA contacted each English school board to gather data on the linguistic profiles of families and employees. Given the COVID-19 situation, many school boards faced multiple challenges, which resulted in some delays in obtaining these data. In addition, despite efforts from the school boards to provide accurate and complete data for this report, in some cases data were incomplete. Data provided by school boards were anonymized and respected families and employees' confidentiality.

To describe the linguistic profile of families, data concerning the language spoken at home by the family was usually reported. These data were obtained from the registration form completed by parents at the start of the school year. In some cases, data regarding families were obtained based on information from each child enrolled in the school board, which resulted in the same number of students and families reported for that board. In other cases, families with more than one child enrolled in the school board were counted only once. In those cases, the total number of families was lower than the number of students enrolled.

This report provides sound data for evidence-based policies in the field of minority language education

...



Data concerning the linguistic profile of employees were typically based on the mother tongue reported by the employee. In some cases, the linguistic profile was based on an employee's reported preference for language of correspondence, which only included the two official languages of Canada: English or French. The specific source of information used is reported for each school board when available.

Three language groups were defined to categorize the data: Anglophones, whose mother tongue or home language is English; Francophones, whose mother tongue or home language is French; and Allophones, whose mother tongue or home language is a language other than English or French.

While information from the last three school years (i.e., 2020–2021, 2019–2020, 2018–2019) was provided by some school boards, other boards were only able to provide data for one year. Thus, the main analyses were based on data from the most recent year. Changes in trends from one school year to another are described for school boards that provided data from more than one year.

Data from 8 out of the 9 members of the QESBA were received between Winter 2021 and Spring 2021. Western Quebec School Board is not represented in this report. For each school board, information on the families' linguistic profile is presented first, followed by the linguistic profile of employees.

The third section of this report describes data collapsed across geographical regions: the Greater Montreal Area, which included 5 school boards, and Regional data, which included 3 school boards. This report was developed during Spring and Summer 2021.

Finally, the fourth section discusses some general conclusions concerning the linguistic profiles of families and employees of English schools in Quebec.

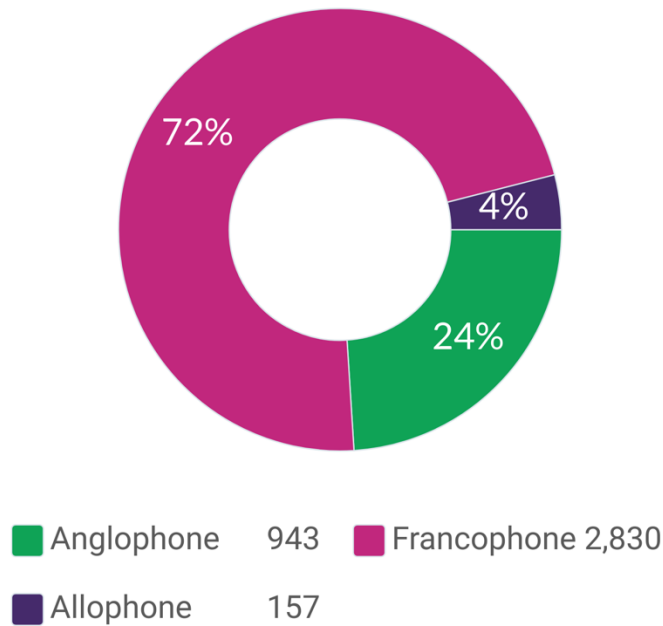
Families and employees from Quebec English School Boards come from diverse linguistic backgrounds. This report provides key information on their language profiles





Central Quebec School Board 2020-2021

Families



Families Linguistic Profile

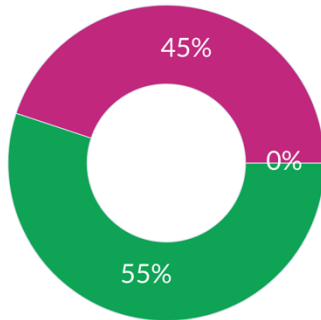
For the 2020–2021 school year, there were 4,966 students and 3,930 families who had students enrolled at the Central Quebec School Board (CQSB). The majority of families (72%) reported being Francophone. The second largest group consisted of families who speak English (24%), and only 4% of the families identified themselves as Allophones. Data were based on the language preference reported by families. Language data represent families and not individual students.

The distribution of families' language backgrounds in the school years 2018–2019 and 2019–2020 was similar to 2020–2021 (less than a 1 percentage point change per language group between years).



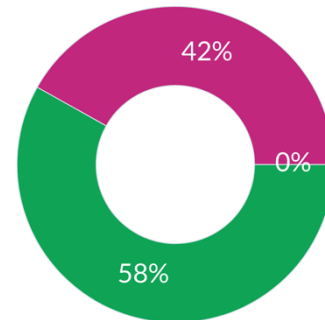
Central Quebec School Board 2020-2021

Administration



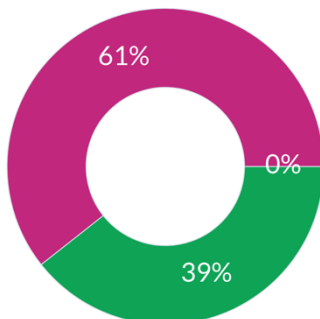
■ Anglophone 27 ■ Francophone 22
■ Allophone 0

Teachers



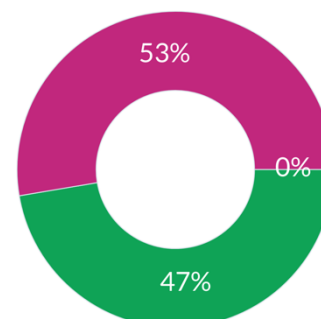
■ Anglophone 286 ■ Francophone 206
■ Allophone 0

Professionals



■ Anglophone 24 ■ Francophone 37
■ Allophone 0

Staff



■ Anglophone 151 ■ Francophone 168
■ Allophone 0

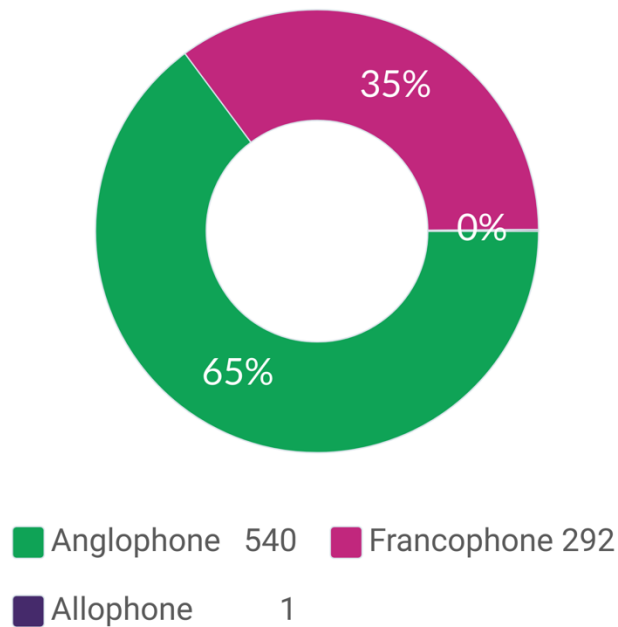
Employees Linguistic Profile

Of the 921 employees whose data were provided, 53% were Anglophones and 47% Francophones. Note that these data are based on the language of correspondence indicated by the employee, which explains the absence of employees who might identify themselves as Allophones. Data for the school years 2018–2019 and 2019–2020 were not available.



Eastern Shores School Board 2020-2021

Families



Families Linguistic Profile

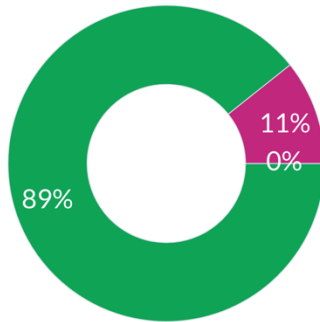
For the 2020–2021 school year, there were 1,053 children and 833 families who had students enrolled at the Eastern Shores School Board (ESSB). Of the families that provided data, the majority reported being Anglophone (65%). Thirty-five percent of families reported being Francophone and only 1 family (0.1%) identified as Allophone. Data represent families and not individual students.

The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 2 percentage point change per language group between years).



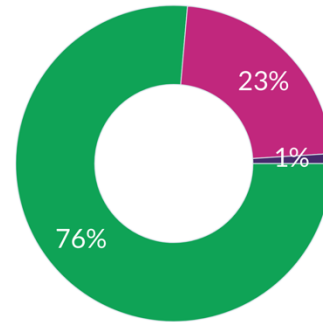
Eastern Shores School Board 2019-2020

Administration



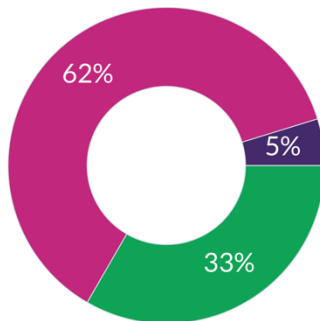
■ Anglophone 25 ■ Francophone 3
■ Allophone 0

Teachers



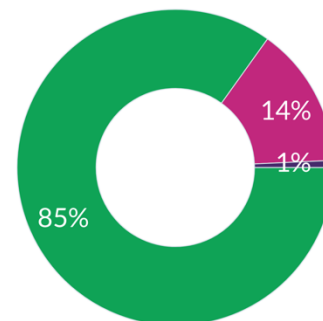
■ Anglophone 152 ■ Francophone 45
■ Allophone 2

Professionals



■ Anglophone 7 ■ Francophone 13
■ Allophone 1

Staff



■ Anglophone 118 ■ Francophone 20
■ Allophone 1

Employees Linguistic Profile

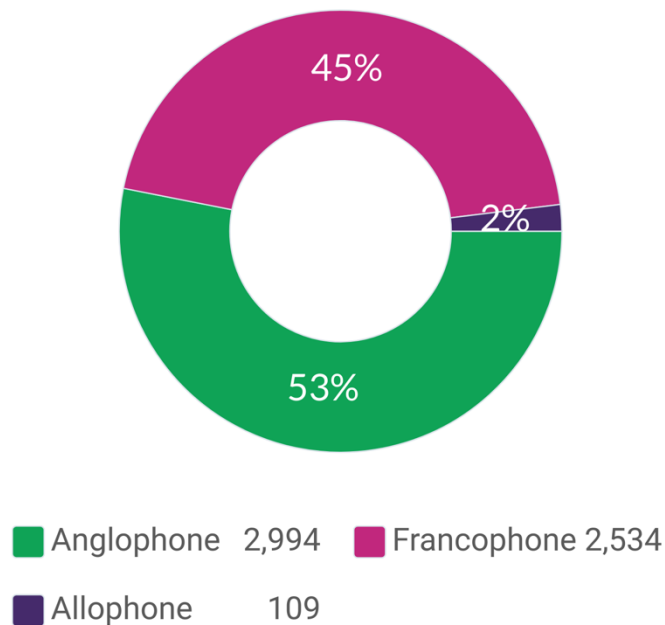
The total number of employees at the ESSB for the school year 2019–2020 was 387. Of these, 78% were Anglophones, 21% were Francophones and 1% were Allophones. Data for the 2020–2021 school year were not available.

The distribution of employees' language backgrounds from the school year 2018–2019 showed a similar trend to 2019–2020, with the exception of professionals, where the percentage of Francophone professionals increased from 50% in 2018–2019 to 62% in 2019–2020, and the percentage of Anglophone professionals decreased from 50% in 2018–2019 to 33% in 2019–2020.



Eastern Townships School Board 2020-2021

Families



Families Linguistic Profile

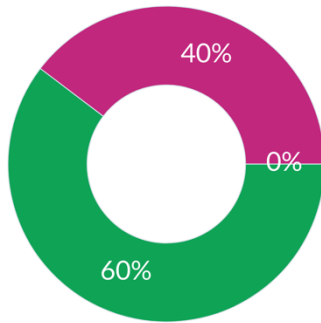
For the 2020–2021 school year, there were 5,637 children enrolled at the Eastern Townships School Board (ETSB). Of the 5,637 families which data were provided, the majority of families (53%) were categorized as Anglophone. Forty-five percent of families reported being Francophone and only 2% were Allophone. Data for families represent individual students.

The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 1 percentage point change per language group between years).



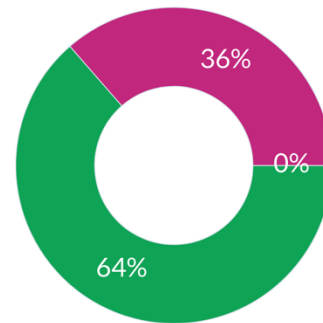
Eastern Townships School Board 2020-2021

Administration



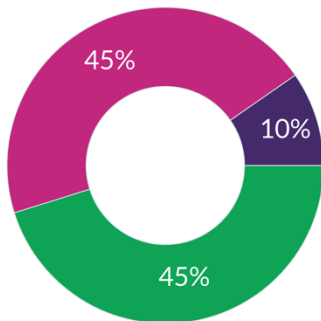
■ Anglophone 35 ■ Francophone 23
■ Allophone 0

Teachers



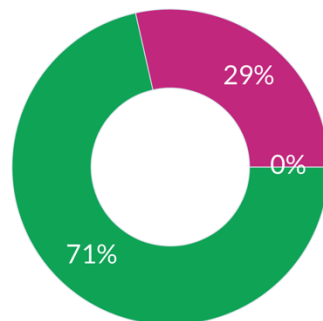
■ Anglophone 344 ■ Francophone 197
■ Allophone 0

Professionals



■ Anglophone 14 ■ Francophone 14
■ Allophone 3

Staff



■ Anglophone 233 ■ Francophone 93
■ Allophone 0

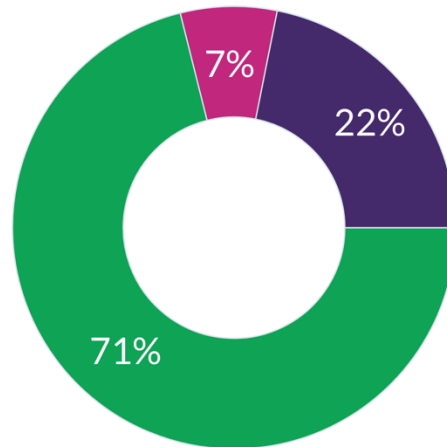
Employees Linguistic Profile

The total number of employees at the ETSB for the school year 2020–2021 was 956. Of these, 65% were Anglophone, 34% were Francophone and 0.3% were Allophone. The distribution of employees' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to 2020–2021 (less than a 5 percentage point change per language group between years, approximately), with the exception of teachers, where the percentage of Anglophones increased from 52% in 2019–2020 to 64% in 2020–2021, and the percentage of Francophones decreased from 48% in 2019–2020 to 36% in 2020–2021.



English Montreal School Board 2020-2021

Families



■ Anglophone 14,380 ■ Francophone 1,423
■ Allophone 4,424

Families Linguistic Profile

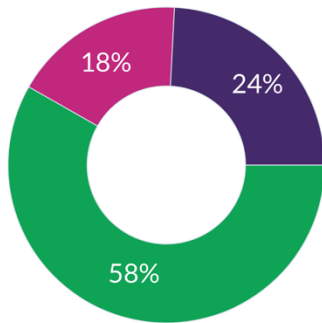
For the 2020–2021 school year, there were 20,227 children enrolled at the English Montreal School Board (EMSB). Of these, the majority of families (71%) were Anglophone. Seven percent of families were Francophone and 22% were Allophone. Data are based on the home language reported by families. Data for families represent individual students.

The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 2 percentage point change per language group between years).



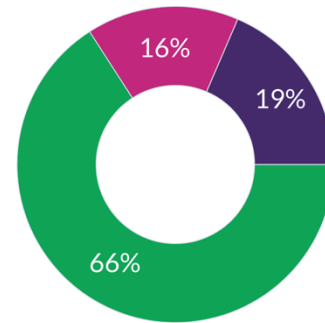
English Montreal School Board 2020-2021

Administration



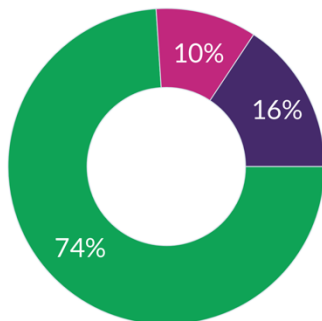
■ Anglophone 106 ■ Francophone 32
■ Allophone 44

Teachers



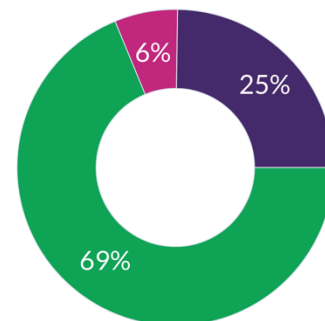
■ Anglophone 2,444 ■ Francophone 577
■ Allophone 688

Professionals



■ Anglophone 179 ■ Francophone 25
■ Allophone 38

Staff



■ Anglophone 1,644 ■ Francophone 154
■ Allophone 592

Employees Linguistic Profile

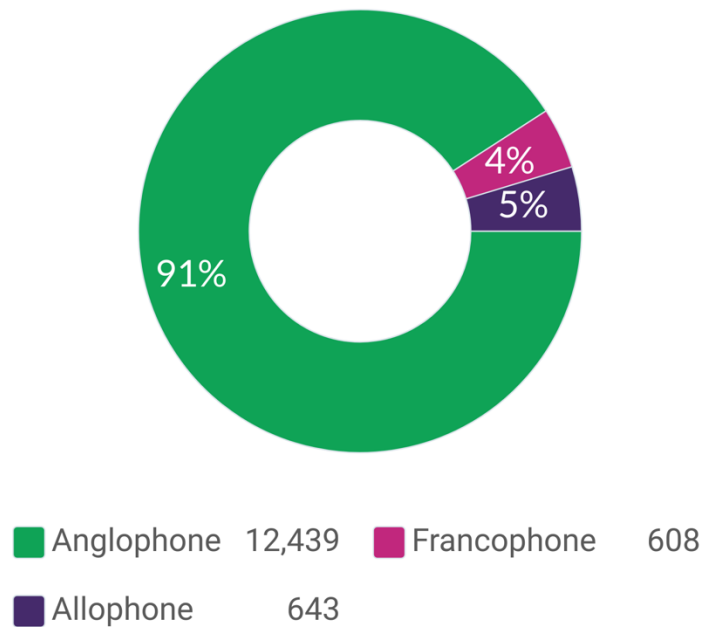
The total number of employees at the EMSB for the school year 2020–2021 was 6,523. Of these, 67% were Anglophones, 12% were Francophones and 21% were Allophones. Data were based on the mother tongue reported by the employees.

The distribution of employees' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to the school year 2020–2021 (less than a 3 percentage point change per language group between years, approximately).



Lester B. Pearson School Board 2020-2021

Families



Families Linguistic Profile

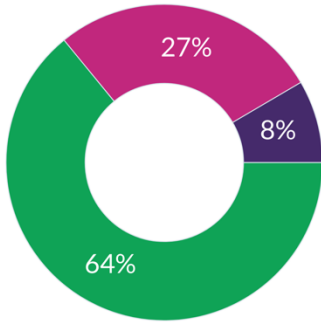
For the 2020–2021 school year, there were 19,662 children enrolled at the Lester B. Pearson School Board (LBPSB). Of the 13,690 families that provided data, the vast majority (91%) reported being Anglophone. Four percent of families reported being Francophone and 5% reported being Allophone. Data are based on the home language reported by families. Data represent families and not individual students.

The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 1 percentage point change per language group between years).



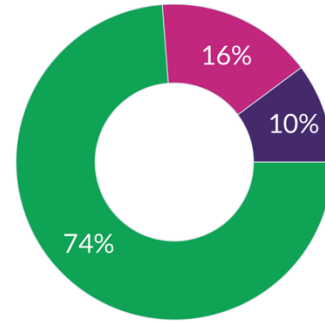
Lester B. Pearson School Board 2020-2021

Administration



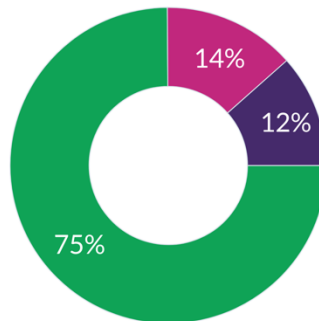
■ Anglophone 182 ■ Francophone 78
■ Allophone 24

Teachers



■ Anglophone 2,590 ■ Francophone 562
■ Allophone 358

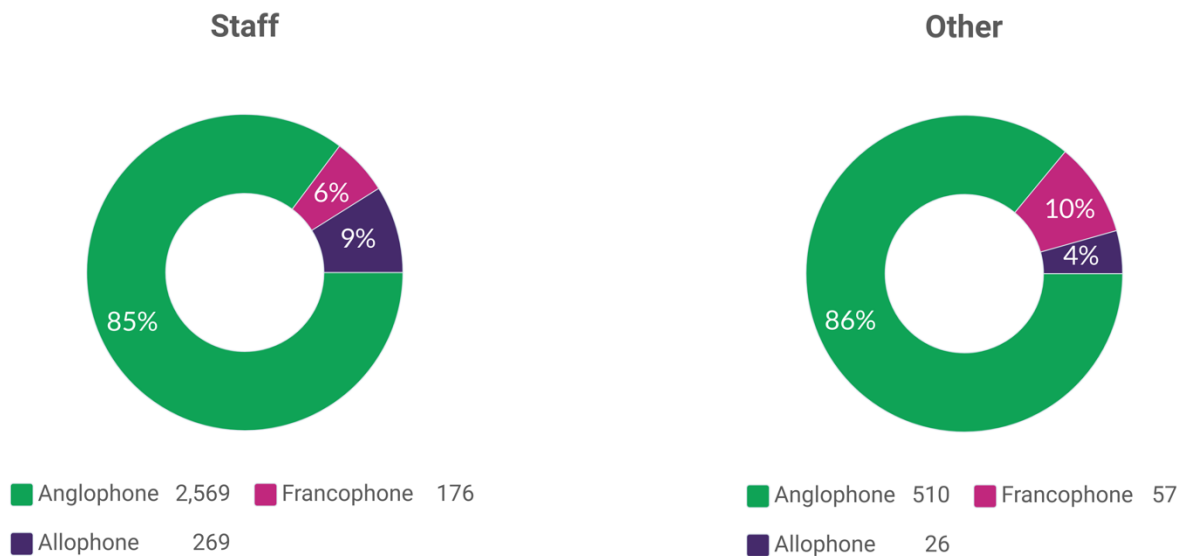
Professionals



■ Anglophone 188 ■ Francophone 34
■ Allophone 29



Lester B. Pearson School Board 2020-2021



Employees Linguistic Profile

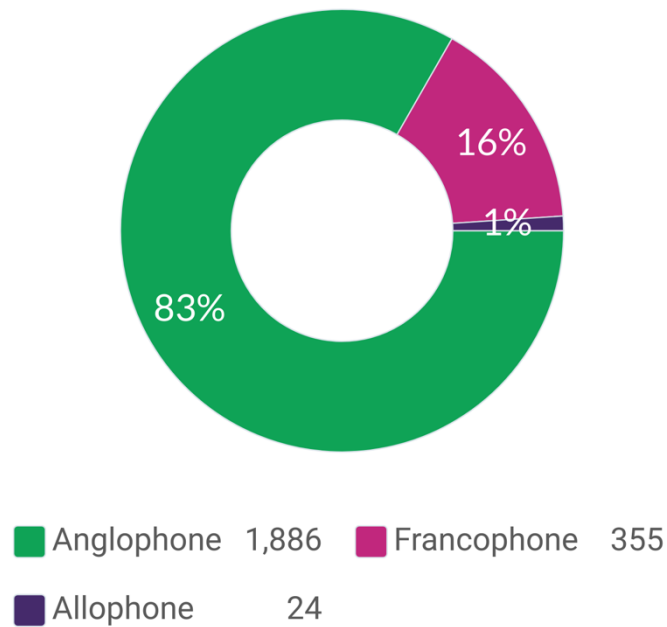
The total number of employees at the LBPSB for the school year 2020–2021 was 7,652. Data from other employees (e.g., caretakers, maintenance workers, etc.) were also provided. Out of all employees, 79% were Anglophones, 12% were Francophones and 9% were Allophones. Data were based on the mother tongue reported by the employees.

The distribution of employees' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the school year 2020–2021 (less than a 1 percentage point change per language group between years).



New Frontiers School Board 2020-2021

Families



Families Linguistic Profile

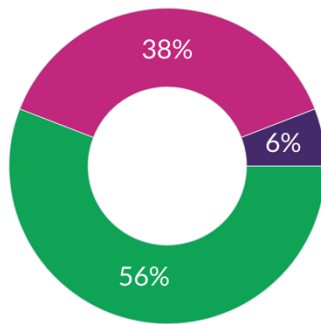
For the 2020–2021 school year, there were 3,735 children enrolled at the New Frontiers School Board (NFSB). Of the 2,265 families that provided data, 83% were Anglophone, 16% were Francophone and 1% were Allophone. Data are based on the language spoken at home reported by families.

The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 4 percentage point change per language group between years, approximately).



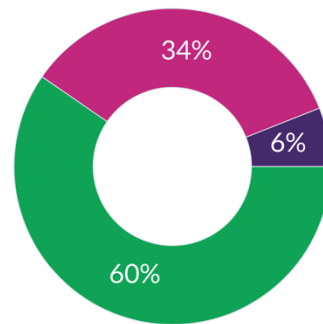
New Frontiers School Board 2020-2021

Administration



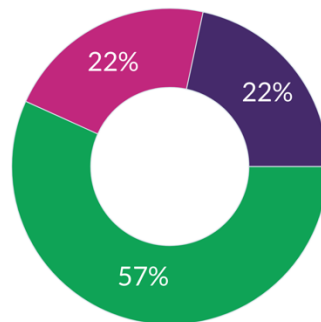
■ Anglophone 19 ■ Francophone 13
■ Allophone 2

Teachers



■ Anglophone 307 ■ Francophone 177
■ Allophone 31

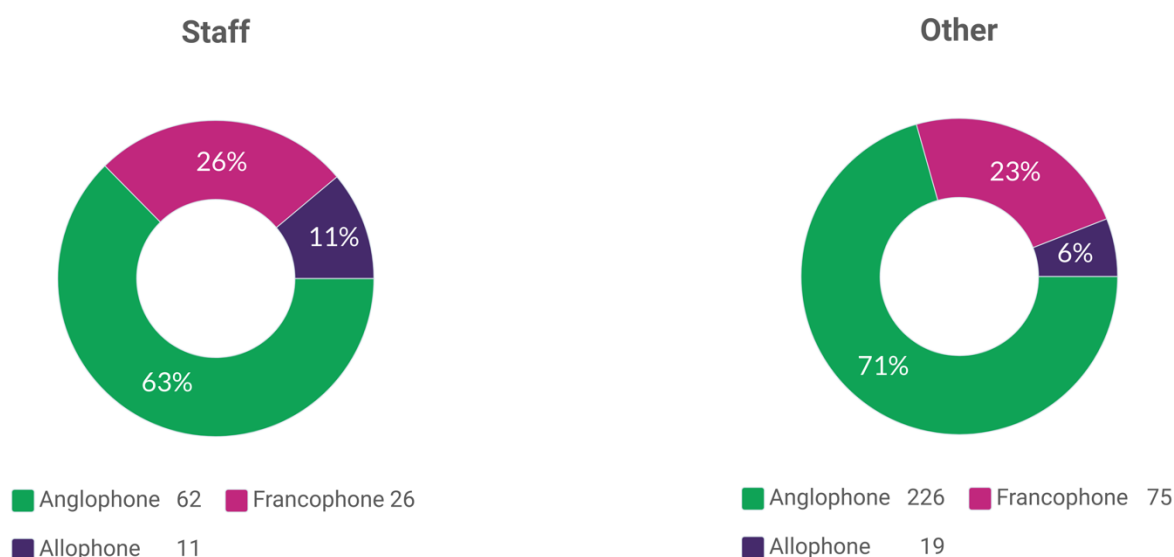
Professionals



■ Anglophone 21 ■ Francophone 8
■ Allophone 8



New Frontiers School Board 2020-2021



Employees Linguistic Profile

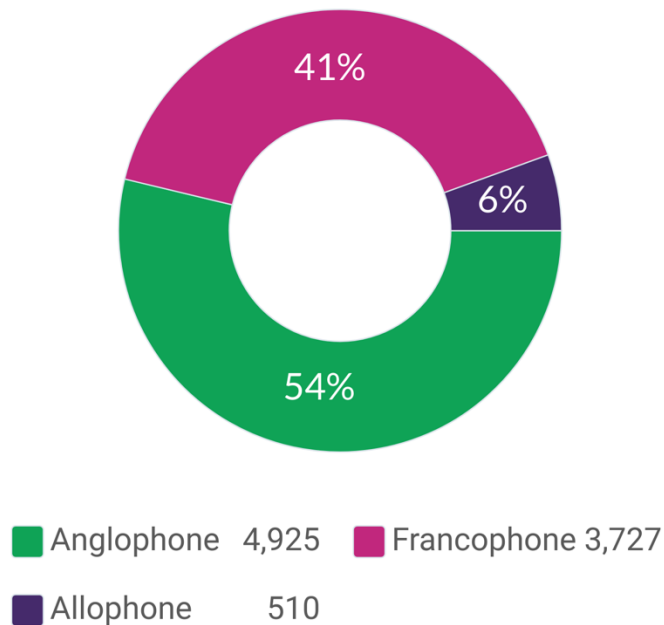
The total number of employees at the NFSB for the school year 2020–2021 was 1,005. Data from other employees (e.g., daycare providers, student supervisors, attendants, etc.) were also provided. Out of all employees, 63% were Anglophones, 30% were Francophones and 7% were Allophones. Data were based on the mother tongue reported by employees.

For the most part, the distribution of employees' language backgrounds in the school years 2018–2019 and 2019–2020 was similar to 2020–2021 (less than a 5 percentage point change per language group between years, approximately). However, the percentage of Anglophone administrators decreased from 61% in 2019–2020 to 56% in the current school year, while the percentage of Francophone administrators increased from 33% in 2019–2020 to 38% in 2020–2021. Additionally, the percentage of Anglophone professionals decreased from 67% in 2019–2020 to 57% in the current school year, while the percentage of Francophone professionals increased from 15% in 2019–2020 to 22% in 2020–2021.



Riverside School Board 2020-2021

Families



Families Linguistic Profile

For the 2020–2021 school year, there were 9,124 children enrolled at the Riverside School Board (RSB). Out of the 9,162* families which data were provided, 54% were Anglophone, 41% were Francophone and 6% were Allophone. Data are based on the home language reported by families at registration.

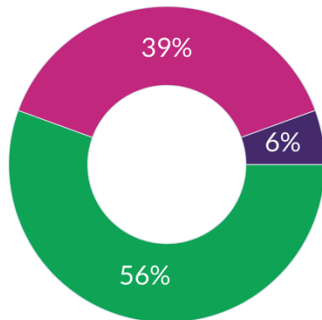
The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 6 percentage point change per language group between years, approximately).

**The Riverside School Board reported a greater number of families than students enrolled.*



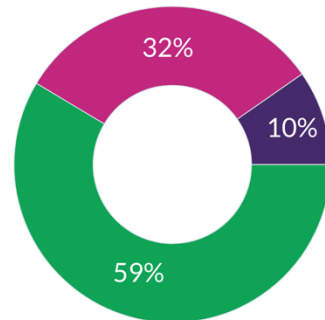
Riverside School Board 2020-2021

Administration



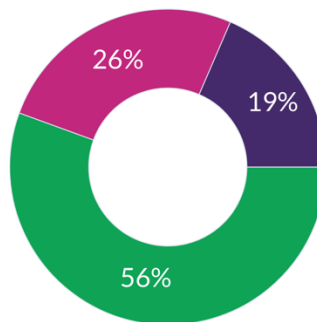
■ Anglophone 40 ■ Francophone 28
■ Allophone 4

Teachers



■ Anglophone 628 ■ Francophone 340
■ Allophone 104

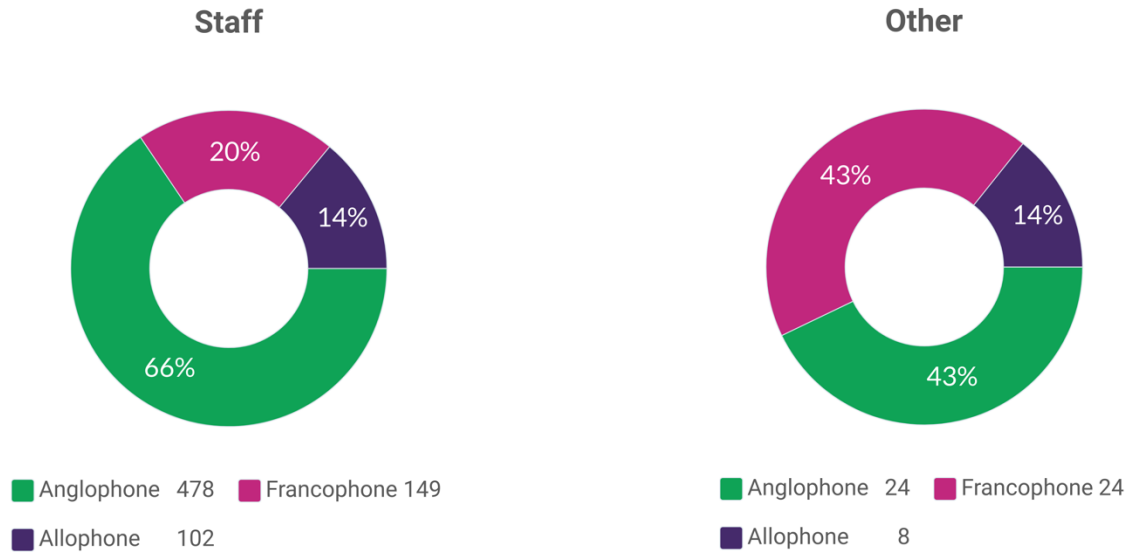
Professionals



■ Anglophone 45 ■ Francophone 21
■ Allophone 15



Riverside School Board 2020-2021



Employees Linguistic Profile

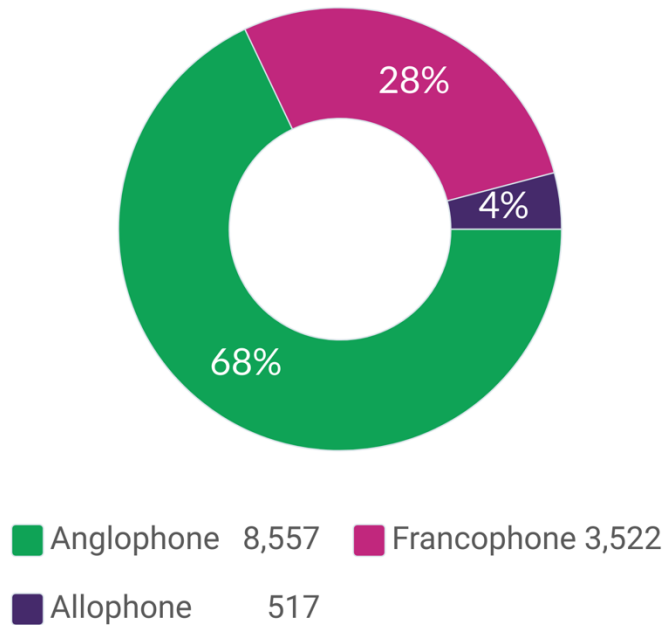
The total number of employees at the RSB for the school year 2020–2021 was 2,010. Data from other employees (e.g., maintenance workers, caretakers, etc.) were also provided. Out of all employees, 60% were Anglophones, 28% were Francophones and 12% were Allophones.

The distribution of employees' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to the school year 2020–2021 (less than a 5 percentage point change per language group between years, approximately).



Sir Wilfred Laurier School Board 2020-2021

Families



Families Linguistic Profile

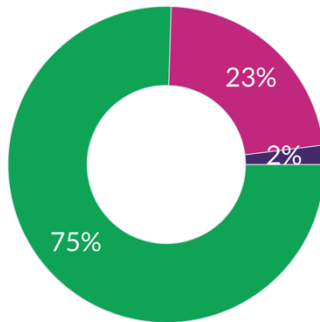
For the 2020–2021 school year, there were 12,596 children enrolled at the Sir Wilfrid Laurier School Board (SWLSB). Of these, the majority of families (68%) were Anglophone. Twenty-eight percent of families reported being Francophone and 4% of families reported being Allophone. Data for families represent individual students.

The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 1 percentage point change per language group between years).



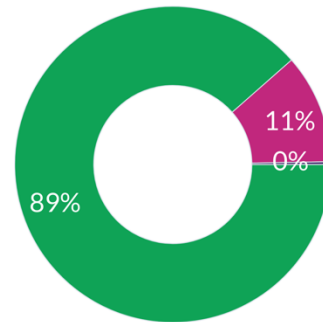
Sir Wilfred Laurier School Board 2020-2021

Administration



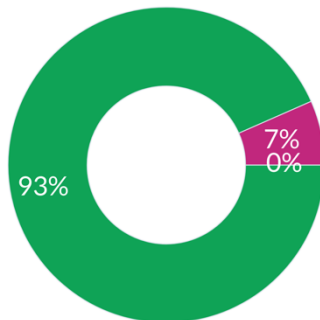
Anglophone 77 Francophone 23
Allophone 2

Teachers



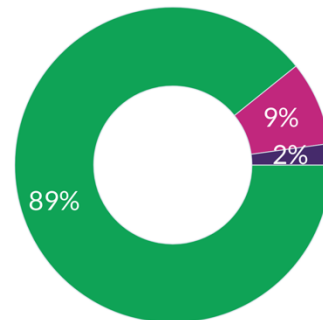
Anglophone 1,549 Francophone 196
Allophone 5

Professionals



Anglophone 99 Francophone 7
Allophone 0

Staff



Anglophone 1,068 Francophone 103
Allophone 26

Employees Linguistic Profile

The total number of employees at the SWLSB for the school year 2020–2021 was 3,155. Of these, 89% were Anglophones, 10% were Francophones and 1% were Allophones*.

For the most part, the distribution of employees' language backgrounds in the school years 2018–2019 and 2019–2020 showed a similar trend to 2020–2021 (less than a 3 percentage point change per language group between years, approximately). However, the percentage of Francophone administrators decreased over time, from 31% in 2018–2019 to 27% in 2019–2020 to 23% in 2020–2021, while the percentage of Anglophone administrators increased over time, from 66% in 2018–2019 to 69% in 2019–2020 to 75% in the current school year.

**The percentage of Allophone employees might require updating, as it is possible that information from professionals might not reflect the actual number of Allophones.*



School Boards Combined Data by Area

To present a summary of the linguistic profiles data by area, School Boards were divided based on their geographical location. Two areas were created: The Greater Montreal Area, which includes 5 School Boards, and the Regional area, which includes 3 School Boards. Combined data by area for families and employees are presented in the following pages.



Greater Montreal Area

- English Montreal School Board
- Lester B. Pearson
- New Frontiers School Board
- Riverside School Board
- Sir Wilfrid Laurier School Board



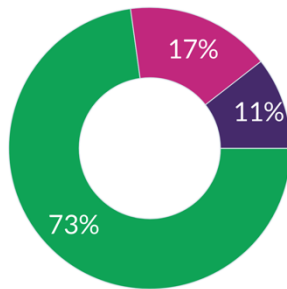
Regional Area

- Central Quebec School Board
- Eastern Shores School Board
- Eastern Townships School Board



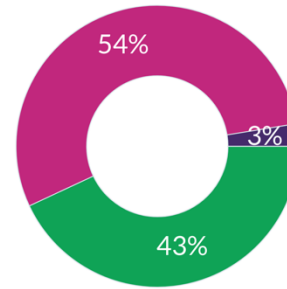
School Boards Combined Data Families

Greater Montreal Area Data
2020-2021



■ Anglophone 42,187 ■ Francophone 9,635
■ Allophone 6,118

Regional Data
2020-2021



■ Anglophone 4,477 ■ Francophone 5,656
■ Allophone 267

Families Linguistic Profile by Area

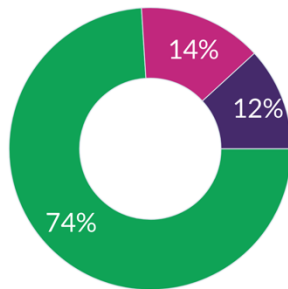
Data from the **Greater Montreal Area** from the School year 2020–2021 showed that most families whose children are enrolled in these school boards are Anglophone (73%), followed by Francophone (17%) and Allophone (11%) families.

Regional data showed a different profile. A higher percentage of families whose children are enrolled in these 3 School Boards are Francophone (54%), closely followed by Anglophone (43%) and finally a small percentage of Allophone (3%) families.



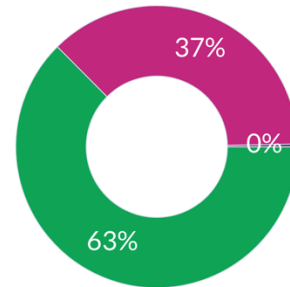
School Boards Combined Data Employees

**Greater Montreal Area Data
2020-2021**



■ Anglophone 15,055
 ■ Francophone 2,885
■ Allophone 2,405

**Regional Data
2020-2021***



■ Anglophone 1,416
 ■ Francophone 841
■ Allophone 7

Employees Linguistic Profile by Area

Data from the **Greater Montreal Area** from the school year 2020–2021 showed that the majority of employees are Anglophone (74%), followed by Francophone (14%) and finally Allophone (12%) employees.

Regional data showed a similar percentage of Anglophone employees, but more Francophone and fewer Allophone employees compared to the Greater Montreal Area. Anglophones were the largest group (63%), followed by Francophones (37%) and finally only 7 Allophones (0.3%). These last two groups have a different distribution from the trend observed in the Greater Montreal Area, where the percentages of Francophone and Allophone employees are similar.

**Eastern Shores School Board data for employees are representative of the 2019–2020 school year. Data for the 2020–2021 year were not provided.*



General Conclusion

- The linguistic profiles of families whose children are enrolled in one of the 8 English School Boards in Quebec, which provided data for this report, show different trends based on area. In the Greater Montreal Area a larger percentage of families are Anglophone (73%), while in the Regions most families are Francophone (54%). In addition, in the Greater Montreal Area 11% of families are Allophones, while in the Regions only 3% of families are Allophone.
- The linguistic profiles of employees also showed different trends based on area. Anglophone employees made up the largest percentage of employees in both the Greater Montreal Area and the Regions. However, in the Regions, 37% of employees are Francophone, while only 14% reported being Francophone in the Greater Montreal Area. Finally, 12% of employees in the Greater Montreal Area are Allophone, while Allophones represent only 0.3% of employees in the Regions.
- The main outcome of this project is the availability of a database that provides information on the linguistic profiles of families and employees who are part of the Quebec English School Boards.
- Data from this report can be used for the development of evidence-based policies in the field of English minority language education in Quebec. These data will benefit future policies and project planning for the entire English school network.





Summer 2021

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION /
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**

FINANCIAL STATEMENTS

JUNE 30, 2021

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION /
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
FINANCIAL STATEMENTS
JUNE 30, 2021**

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INDEPENDENT AUDITOR'S REPORT

To the Members of
Quebec English School Boards Association
Association des commissions scolaires anglophones du Québec

Opinion

We have audited the financial statements of Quebec English School Boards Association / Association des commissions scolaires anglophones du Québec (the Association), which comprise the statement of financial position as at June 30, 2021, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Association as at June 30, 2021, and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Association in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Association's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.



- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*FL Fuller Landau LLP*¹

Montreal, December 10, 2021

¹ By CPA auditor, CA, public accountancy permit No. AI 18902



QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2021

	2021 \$	2020 \$
ASSETS		
Current		
Cash	40,580	573,497
Short-term investments (Note 3)	655,000	655,000
Accounts receivable (Note 4)	86,323	52,456
Prepaid expenses	34,936	46,512
	816,839	1,327,465
Investment, at cost (Note 5)	8,000	9,000
Capital assets (Note 6)	15,235	8,692
	840,074	1,345,157
LIABILITIES		
Current		
Accounts payable and accrued liabilities	334,448	373,233
Deferred revenue (Note 7)	147,269	177,434
Deferred contributions - English Public School Promotion Fund (Note 8)	-	318,030
	481,717	868,697
K.D. Sheldrick Bursary	3,000	3,000
	484,717	871,697
NET ASSETS		
Invested in capital assets	15,235	8,692
Unrestricted	340,122	464,768
	355,357	473,460
	840,074	1,345,157

Commitments (Note 10)

On behalf of the Board,

DocuSigned by:

Dan Lamoureux

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, Director

, Director

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
STATEMENT OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2021

	2021	2020
	\$	\$
Revenues (Appendix A)		
Membership fees (Note 9)	841,200	834,985
English Public School Promotion	548,315	203,327
Reimbursement of salaries	84,642	82,915
Canadian Heritage grant	67,875	45,250
Sales taxes recovery	33,562	27,763
Reimbursement of expenses - other associations	12,000	12,000
Arbitration administration fees - CPNCA	5,000	5,000
Interest	5,453	18,735
Reimbursement of professional fees - grievances	2,021	6,881
Other revenues	-	10,364
Commissioner development reimbursements	-	4,300
	1,600,068	1,251,520
Expenses (Appendix A)		
Salaries	521,211	538,193
Rent	72,604	72,417
Fringe benefits	59,644	55,557
Honorariums - officers	35,785	29,257
Accounting and audit fees	24,950	12,417
Memberships, subscriptions and registration fees	24,195	33,374
Office expenses	11,048	16,762
Professional fees	10,776	11,227
Arbitration and negotiation	10,683	2,932
Postage, telephone and telecommunication	10,308	11,521
Service agreement - FCSQ	10,000	20,000
Amortization of capital assets	7,971	11,266
Insurance	7,364	6,731
Legal fees - regular	5,058	8,759
Commissioner development	4,659	14,507
Communications and promotions	4,658	18,287
Professional fees - grievances	2,021	6,881
Travel - staff	748	12,713
Travel - directors	197	12,837
Association conference and general meetings	-	5,000
Professional/staff development	-	2,994
Representation expenses	-	402
	823,880	904,034

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
STATEMENT OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2021

	2021 \$	2020 \$
Excess of revenues over expenses	776,188	347,486
Other expenses		
School Board legal defense	296,719	171,209
Strategic planning and branding	43,357	11,288
English Public School Promotion	548,315	203,327
Canadian Heritage grant - researcher fees	5,900	-
	894,291	385,824
Deficiency of revenues over expenses	(118,103)	(38,338)

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2021

	Invested in capital assets \$	Unrestricted \$	2021 Total \$	2020 Total \$
Balance, beginning of year	8,692	464,768	473,460	511,798
Deficiency of revenues over expenses	6,543	(124,646)	(118,103)	(38,338)
Balance, end of year	15,235	340,122	355,357	473,460

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2021

	2021 \$	2020 \$
Operating activities		
Deficiency of revenues over expenses	(118,103)	(38,338)
Item not requiring cash		
Amortization of capital assets	7,971	11,266
	(110,132)	(27,072)
Net change in non-cash working capital items	(409,272)	595,924
	(519,404)	568,852
Investing activities		
Acquisition of capital assets	(14,513)	(476)
Disposition of investment	1,000	1,000
Acquisition of short-term investments	-	(115,000)
	(13,513)	(114,476)
Increase (decrease) in cash and cash equivalents	(532,917)	454,376
Cash and cash equivalents, beginning of year	573,497	119,121
Cash and cash equivalents, end of year	40,580	573,497

Cash and cash equivalents consist of cash.

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

1. Statutes of incorporation and nature of activities

The Association is incorporated under Part III of the Quebec Companies Act and provides representation and technical support in educational matters to various school boards.

The Association qualifies as a non-for-profit organization and is exempt of income taxes under Section 149 of the Income Tax Act.

2. Significant accounting policies

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations (ASNFPO) and include the following accounting policies:

Use of estimates

The preparation of these financial statements in conformity with Canadian accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amount of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reported period. These estimates are reviewed periodically and adjustments are made to income as appropriate in the year they become known.

Revenue recognition

The Association follows the deferral method of accounting for contributions. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Restricted contributions for future periods, such as English Public School Promotion, are deferred and are recognized as revenue in the year in which the related expenses are incurred.

Membership fees revenue are recognized over the terms of the membership of the member school boards for the school year to which they apply and collection is reasonably assured.

Interest revenue from short-term investments is recognized as revenue on a time basis in the period in which it is earned.

Other revenues consist of reimbursement of expenses incurred and are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

2. Significant accounting policies (continued)

Government assistance

Government assistance in the form of government grants are accrued when earned and when there is also reasonable assurance that they will be realized.

Government grants relating to qualifying expenses are presented as an increase in revenues.

Cash and cash equivalents

The Association's policy is to disclose bank balances under cash and cash equivalents.

Capital assets

Capital assets are accounted for at cost. Amortization is calculated using the straight-line method over the following periods:

	<u>Periods</u>
Furniture and fixtures	5 years
Computer equipment	1 year

Impairment of long-lived assets

Capital assets subject to amortization are tested for recoverability whenever events or changes in circumstances indicate that their carrying amount may not be recoverable. An impairment loss is recognized when the carrying amount of the asset exceeds the sum of the undiscounted cash flows resulting from its use and eventual disposition. The impairment loss is measured as the amount by which the carrying amount of the long-lived asset exceeds its fair value.

Financial instruments

Measurement of financial instruments

The Association initially measures its financial assets and financial liabilities at fair value, except for certain non-arm's length transactions.

The Association subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets measured at amortized cost include cash, short-term investments, accounts receivable and investment.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

2. Significant accounting policies (continued)

Financial instruments (continued)

Impairment

Financial assets measured at cost are tested for impairment when there are indicators of possible impairment. The Association determines whether a significant adverse change has occurred in the expected timing or amount of future cash flows from the financial asset. If this is the case, the carrying amount of the asset is reduced directly to the higher of the present value of the cash flows expected to be generated by holding the asset, and the amount that could be realized by selling the asset at the balance sheet date. The amount of the write-down is recognized in the Statement of Operations. The previously recognized impairment loss may be reversed to the extent of the improvement, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in the Statement of Operations.

Contributed services

Volunteers contribute their time to assist the Association in carrying out its activities. Because of the difficulty of determining their fair value, contributed services are not recognized in the financial statements.

3. Short-term investments

Guaranteed Investment Certificates (GICs) in the amount of \$400,000 bearing interest at 0.42%, maturing on July 26, 2021, \$250,000 bearing interest at 0.42%, maturing on April 12, 2022 and \$5,000 bearing interest at 0.50%, maturing January 6, 2022. Subsequent to year-end, the \$400,000 GIC was redeemed and reinvested.

4. Accounts receivable

	2021	2020
	\$	\$
Grievances receivable	17,504	11,137
Interest receivable	1,792	275
Other receivable	833	-
Sales taxes receivable	66,194	41,044
	86,323	52,456

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

5. Investment, at cost

The Association owns 1,000 units of Education Internationale, which represents 3.5% of all units.

In the prior year, it was determined that the cost of the investment will be reduced by \$1,000 by a yearly reduction in membership fees for the following 7 years.

6. Capital assets

	Cost \$	Accumulated amortization \$	2021 Net book value \$	2020 Net book value \$
Furniture and fixtures	49,064	37,018	12,046	8,415
Computer equipment	11,892	8,703	3,189	277
	60,956	45,721	15,235	8,692

7. Deferred revenue

The deferred revenue represents amounts received from different sources that relate to projects and membership fees that will occur in future years. The variations that happened during the year are as follows:

	2021 \$	2020 \$
Deferred revenue beginning of year	177,434	130,476
Deferred during the year	980,552	1,025,678
Recognized as revenue during the year	(1,010,717)	(978,720)
	147,269	177,434

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

8. Deferred contributions - English Public School Promotion Fund

The deferred contributions consist of amounts received to support the promotion of English public education in Quebec. The variations that happened during the year are as follows:

	2021	2020
	\$	\$
Deferred contributions beginning of year	318,030	-
Received and deferred during the year	230,285	521,357
Recognized as revenue during the year	(548,315)	(203,327)
	-	318,030

9. Membership fees

The Association receives membership fees from the member school boards and these fees originate from government funding sources.

10. Commitments

The Association has entered into a property lease agreement which matures on May 31, 2023. Future minimum payments for the next two years aggregate to \$125,287 and are the following:

	\$
2022	64,513
2023	60,774

The commitments of the Association under equipment leases maturing on July 8, 2024 aggregate to \$7,632. The instalments over the next three years are the following:

	\$
2022	2,544
2023	2,544
2024	2,544

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

11. Related party transactions

The following table summarizes the Association's related party transactions for the year:

	2021	2020
	\$	\$
Membership fees paid to an association with board members in common	11,025	10,500
Honorariums paid to directors	33,400	27,900

These transactions are in the normal course of operations and are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

12. Financial instruments

Risks and concentration

The Association is exposed to various risks through its financial instruments, without being exposed to concentrations of risk. The following analysis provides a measure of the Association's risk exposure at the balance sheet date of June 30, 2021.

Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The Association is exposed to this risk mainly in respect of its accounts payable and accrued liabilities.

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk comprises three types of risk: currency risk, interest rate risk and other price risk. The Association is mainly exposed to interest rate risk.

Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Association is exposed to interest rate risk on its fixed interest rate financial instruments. The Association's exposure to market interest rates relates primarily to the return it earns on its short-term investments. They currently earn interest based on a fixed rate of 0.42% and 0.50% and are consequently exposed to interest rate risk should the market rate increase.

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
SUPPLEMENTARY INFORMATION
COMPARISON OF ACTUAL REVENUES AND EXPENSES TO BUDGET
FOR THE YEAR ENDED JUNE 30, 2021

	Actual 2021 \$	Budget (Unaudited) 2021 \$	Actual 2020 \$	Budget (Unaudited) 2020 \$
Revenues				
Membership fees	841,200	841,200	834,985	835,000
English Public School Promotion	548,315	-	203,327	-
Reimbursement of salaries	84,642	84,800	82,915	83,500
Canadian Heritage grant	67,875	-	45,250	-
Sales taxes recovery	33,562	25,000	27,763	12,500
Interest	5,453	3,000	18,735	4,500
Reimbursement of expenses – other associations	12,000	12,000	12,000	12,000
Other revenues	-	-	2,364	-
Reimbursement of professional fees - grievances	2,021	-	6,881	-
Arbitration administration fees – CPNCA	5,000	5,000	5,000	5,000
Commissioner development reimbursements	-	4,500	4,300	5,500
Miscellaneous	-	-	-	-
Spring conference grant	-	5,000	8,000	5,000
	1,600,068	980,500	1,251,520	963,000

QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC
SUPPLEMENTARY INFORMATION (CONTINUED)
COMPARISON OF ACTUAL REVENUES AND EXPENSES TO BUDGET
FOR THE YEAR ENDED JUNE 30, 2021

	Actual	Budget	Actual	Budget
	(Unaudited)	(Unaudited)	(Unaudited)	(Unaudited)
	2021	2021	2020	2020
	\$	\$	\$	\$
Expenses				
Salaries	521,211	556,300	538,193	537,800
Rent	72,604	73,200	72,417	73,200
Fringe benefits	59,644	61,200	55,557	59,200
Memberships, subscriptions and registration fees	24,195	30,800	33,374	33,100
Honorariums – officers	35,785	29,600	29,257	29,600
Service agreement – FCSQ	10,000	5,000	20,000	20,000
Communications/promotions	4,658	22,000	18,287	20,000
Office expenses	11,048	18,000	16,762	18,600
Commissioner development	4,659	16,000	14,507	17,000
Travel - directors	197	23,700	12,837	25,400
Travel - staff	748	18,000	12,713	18,000
Accounting and audit fees	24,950	12,500	12,417	12,000
Postage, telephone and telecommunication	10,308	13,500	11,521	12,700
Amortization of capital assets	7,971	8,400	11,266	10,800
Professional fees	10,776	11,500	11,227	13,000
Legal fees – regular	5,058	10,400	8,759	7,000
Professional fees – grievances	2,021	-	6,881	-
Insurance	7,364	6,900	6,731	6,900
Association conference and general meetings	-	15,000	5,000	15,000
Professional/staff development	-	5,000	2,994	5,000
Arbitration and negotiation	10,683	4,000	2,932	5,800
Representation expenses	-	2,000	402	2,000
	823,880	943,000	904,034	942,100
School Board legal defense	296,719	84,000	171,209	87,000
Strategic planning and branding	43,357	73,500	11,288	88,000
English Public School Promotion	548,315	-	203,327	-
Canadian Heritage grant – researcher fees	5,900	-	-	-
	1,718,171	1,100,500	1,289,858	1,117,100



Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

QESBA applauds major win on Bill 40

MONTREAL, AUGUST 10, 2020 - The Quebec English School Boards Association (QESBA) is very pleased with the Québec Superior Court judgment in our favour on a stay of *Bill 40: An Act to amend mainly the Education Act with regard to school organization and governance* rendered by Justice Lussier today.

QESBA and its co-applicants filed for an interlocutory injunction or a stay in May of this year to suspend the application of Bill 40 to English school boards, arguing that the new governance model does not respect section 23 of the *Canadian Charter of Rights and Freedoms* to manage and control our minority language educational institutions. The Québec Superior Court found that the applicants had raised “very serious questions” pertaining to the Bill’s constitutionality. Moreover, it found that the disappearance of English-language school boards (and their transformation into English-language school service centres) constituted irreparable harm.

“We are very pleased with the decision today which has the effect of suspending the application of Bill 40 to English school boards pending a decision on the merits of the case. Given the very limited amount of time our boards have to organize school elections, scheduled for November 1st, we are hopeful that the government will not appeal this decision,” said QESBA President Dan Lamoureux.

QESBA is the voice of English public education in Québec and represents 100,000 students in 340 elementary, high schools, and adult and vocational centres across Québec.

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Information: Kim Hamilton
Director of Communications and Special Projects
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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

IMMEDIATE DISTRIBUTION

Government of Québec Suffers Another Legal Defeat on Bill 40 - Attempt to Immediately Overturn the Stay of Bill 40 Rejected

MONTREAL, AUGUST 21, 2020 – The Quebec English School Boards Association (QESBA) takes note of the decision of Justice Moore of the Québec Court of Appeal to not grant the Government of Québec's leave to appeal the August 10th decision by Justice Lussier at this time. Justice Moore deferred a ruling on the permission to appeal to a hearing of the Court of Appeal before a minimum of three Justices, which he scheduled for September 14th. In the same decision, Justice Moore also refused to lift the stay granted by Justice Lussier, deferring this issue as well to the September 14th hearing date.

The Québec Government had filed a leave to appeal the stay of Bill 40 and furthermore, requested that the Judge immediately reverse the original judgement on the stay. This is the second reversal for the Attorney General of Québec in this case in the last two weeks.

"Our community has been steadfast in the defence of our rights to manage and control our minority language educational institutions under Section 23 of the Canadian Charter of Rights and Freedoms. This is bigger than those of us who are here now. Our Community is fighting for the vitality and future of our minority community to benefit this generation and those to come.

Given that the implementation of Bill 40 continues to be suspended for English school boards until at least September 14th, the holding of school elections on November 1st becomes totally impractical. We once again call upon the Government of Québec to postpone the November 1st school elections until 2021 and to extend the mandates of current commissioners until those elections are held. This is the only respectful and reasonable response to the current situation," said Dan Lamoureux QESBA President.

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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

News Release

QESBA a proud annual sponsor of 'Chapeau, les filles!'

English school boards salute talented and successful young women studying and excelling in non-traditional fields

Montreal, September 9, 2020 – The Quebec English School Boards Association (QESBA) is proud to salute all of the talented, courageous and determined winners announced of 'Chapeau, les filles!' 2019-2020. QESBA is an annual sponsor of this important program, which honors and encourages women to pursue their studies and careers in vocational fields traditionally dominated by men.

"Chapeau, les filles! is a vitally important partnership of school boards, government and industry partners that encourages Quebec women of all ages to pursue their professional dreams," noted President Dan Lamoureux. "Success in school can come in many different ways and at different stages in life. QESBA and its fellow stakeholders in education are proud to accompany and support our students as they pursue their individual path towards academic and professional success."

QESBA is pleased to congratulate the laureate of the Prix de l'Association des commissions scolaires anglophones du Québec: Corey Schlereth, Carpentry (DVS) at the Chateauguay Valley Career Education Centre of the New Frontiers School Board.

"Like so many of the contestants, Ms. Schlereth has demonstrated skill, determination and perseverance in her studies," noted the President. "We wish her and all of the other contest participants every success in their professional lives."

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Information: Kimberley Hamilton
Director of Communications and Special Projects
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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

QESBA pleased with the decision by the Québec Court of Appeal on Bill 40

MONTREAL, SEPTEMBER 17 2020 - The Quebec English School Boards Association (QESBA) is very pleased with the Québec Court of Appeal's judgement in favour of maintaining the stay for Bill 40: An Act to amend mainly the Education Act with regard to school organization and governance.

QESBA and its co-applicants filed for an interlocutory injunction or a stay in May of this year to suspend the application of Bill 40 to English school boards arguing that the new governance model does not respect section 23 of the Canadian Charter of Rights and Freedoms to manage and control our minority language educational institutions. Justice Sylvain Lussier of the Quebec Superior Court granted the stay on August 10 and the government immediately filled for an appeal.

"We are very pleased with the decision today by the Québec Court of Appeal that maintains the stay on the suspension of the application of Bill 40 to English school boards pending a decision on the merits of the case in Superior Court," said QESBA President Dan Lamoureux.

The Court of Appeal ruling means that if school elections proceed on November 1st as scheduled, they will be on the school board model of elected school commissioners in wards and the Chair elected board wide, not on the Bill 40 governance model.

"Given the urgent nature of this file and its importance in the protection and enforcement of the Constitutional rights of the English-speaking community to control and manage our school system, we will fully cooperate with all parties to speed this case along in as timely a manner as possible," concluded the President."

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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

QESBA pleased with school elections candidatures during pandemic

Montreal, September 28, 2020 – The Quebec English School Boards Association (QESBA) is pleased overall with the candidatures deposited by the September 27 deadline given the short timeline and health and safety requirements required of holding these elections during the COVID-19 pandemic.

There are 9 chairperson seats and 95 commissioner seats throughout the province in the English-language school system. There will be elections held on November 1 for chairperson in the Lester B. Pearson School Board and the Sir Wilfrid Laurier School Board. Elections will also be held for commissioner seats in the English Montreal, Lester B. Pearson, New Frontiers and Western Quebec School Boards.

“QESBA is pleased and acknowledges the commitment of the English-speaking community to our institutions. Candidates rallied over six days all with strict health requirements to gather nomination signatures to be able to run in these elections,” said QESBA President Dan Lamoureux.

“We are very pleased that there will be seven elections for commissioners and two elections for chairperson on November 1 and we congratulate all of the candidates and elected, our students, parents and teachers are very well served by these dedicated individuals,” concluded the President.

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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

Russell Copeman, Executive Director on Loan of Service to the EMSB

MONTREAL, NOVEMBER 27, 2020 - The Quebec English School Boards Association (QESBA) is pleased to announce that its Board of Directors has agreed to a loan of service of Executive Director, Russell Copeman effective immediately, to the English Montreal School Board (EMSB) as their Interim Director General for the transitional period during which their Council of Commissioners will embark upon a search for a new Director General.

Mr. Copeman's nomination is to provide the EMSB with transitional administrative leadership while the EMSB's Council of Commissioners pursues a rigorous recruitment process for a permanent Director General. He will return to his role as Executive Director once the process is complete and a permanent EMSB Director General is named.

"This was a unanimous decision by the QESBA Board of Directors. Our Association is only as strong as our member boards and one of them needed our services. We are pleased that we are in a position to offer help when it's needed most," said QESBA President Dan Lamoureux.

QESBA Director of Communications and Special Projects, Kimberley Hamilton will assume the role of Acting Executive Director until the return of Mr. Copeman.

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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

Back to school during 2nd wave of the COVID-19 Pandemic

MONTREAL, JANUARY 8, 2021 – The Quebec English School Boards Association (QESBA) is asking the Government of Québec to put all school staff on the priority list for the COVID 19 vaccine. These dedicated individuals are a class of provincial employee that are considered essential service employees.

With the current government priority rating for those set to receive the vaccine, in most cases teachers and school staff find themselves at step 9 unless there is an underlying health condition that will place them higher on the list.

“Given that schools are re-opening during a very intense second wave of the pandemic it is imperative that all employees who have direct contact with students should be classified as ‘essential service workers’ and have the option to be among the first to receive the vaccine to ensure their health and safety and that of our students and their family’s,” said QESBA President Dan Lamoureux.

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Information: Kim Hamilton
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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

LEARN-Québec should lead the English education sector in the new provincial tutoring programs

MONTREAL, FEBRUARY 1, 2021 – The Quebec English School Boards Association (QESBA) is asking the Ministry of Education to equally fund LEARN-Québec to take over the new tutoring programs announced in early January for the English language school boards.

As of today's date, the new tutoring programs will only be available on Québec's *AlloProf* platform, which does not offer adequate English programming.

"LEARN-Québec is recognized and managed by the English education community, the LEARN Board of Directors is made up of the nine English-language school boards Director's General. The infrastructure and connection to our school boards and students has proved very beneficial in the past and more specifically since the beginning of the COVID-19 pandemic. The quality of English instruction and the student-teacher interaction is invaluable and has been demonstrated," said QESBA President Dan Lamoureux.

"We hope the Minister of Education will support our community's collective position on this important issue and fund LEARN-Québec equally and adequately for the benefit of our students," concluded the President.

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Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

Government exiles employer from teacher negotiations

MONTREAL, FEBRUARY 12, 2021 – The Quebec English School Boards Association (QESBA) is enraged that the Treasury Board has unilaterally removed representatives of school boards (the employer) from the main teacher negotiations table at the 24th hour.

This unilateral decision goes against Québec’s Act respecting the negotiation of the collective agreements in the public and para-public sectors, which defines the Comité patronal des negotiations Anglophone and the Comité patronal des negotiations Francophone as the employer representatives.

“This is another slight on school boards and yet another centralized decision by this government that by-passes school boards unnecessarily. In effect this is an elimination of a very necessary moderating influence on the negotiation process. English school boards are active partners in education and the exchanges held during the negotiations process has always been effective and value-added in the past,” said QESBA President Dan Lamoureux.

“It is unfortunate that we find ourselves in this situation once again with the elimination of another very important advocacy that ultimately impacts our staff and students and we will not be a part of the main negotiating table. We call upon Treasury Board President, Sonia LeBel to reverse this decision,” concluded the President.

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Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

QESBA calls upon Premier Legault to prioritize the vaccination of all in-school staff and allow for staggered school openings

MONTREAL, MARCH 25, 2021 – The Quebec English School Boards Association (QESBA) is disappointed by the premier’s decision to force secondary 3, 4 & 5 students back to school in-person next week in the red zones and orange zones without consulting the experts on the ground.

The premier made this announcement for the red and orange zones yesterday and all affected school boards are expected to implement the turnaround in four days. Administrators, teachers, school staff, and bus drivers are still not on the priority list for vaccination even though they are essential frontline employees.

Furthermore, many schools are working with limited staff due to exposure to the virus and the new variants, which puts staff members in isolation for a two-week period, with fewer and fewer replacements available. These arbitrary changes are also raising the incidence of staff burnout after a year of incredible effort and dedication on their part.

“One size can’t fit all in a situation like the one we are in. Some of our boards are already back at full capacity in yellow zones and that is working well. Red and orange zone school boards should have had a two-week notification period to plan for a staggered re-entry and in-school staff vaccinations,” said QESBA President Dan Lamoureux.

“All we are asking for is leniency for school boards to be able to examine their own realities and the time to make the necessary arrangements to ensure a safe back-

to-school plan. Furthermore, we are asking that all in-school employees and bus drivers be placed on the priority list for the vaccine with a rollout plan by the government,” continued the President.

“These are the types of situations where prior consultation by the government is extremely important and could have alleviated this type of additional stress and anxiety among the communities involved,” concluded the President.

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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

Quebec Superior Court Hears Bill 40 case

MONTREAL, APRIL 13, 2021 – The Quebec English School Boards Association (QESBA) is pleased that Quebec’s Superior Court will begin hearing the Bill 40 court case on its merits starting Wednesday April 14th in Montreal.

QESBA and its nine-member school boards won a stay of Québec’s reform of school governance legislation last August and the subsequent appeal in September, which suspended the application of the legislation for the English minority community in Quebec. Bill 40 was adopted in the Québec National Assembly with the use of closure in February 2020. All opposition parties voted against the legislation.

“We are pleased that that Quebec’s Superior will hear the case on merits starting this week. This important Constitutional case has national implications, and Québec’s English school boards and our community partners are determined to see our Charter rights fully respected,” said QESBA President Dan Lamoureux.

“Quebec is the only province in Canada that has not exempted its minority language community from sweeping changes to the public education system. The Charter of Rights and Freedoms prescribed section 23 in matters of minority education for a specific reason. Minority communities survive on a healthy and stable education system managed and controlled by them,” concluded the President.

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Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

Superior Court strikes down parts of Bill 21

Montreal, April 20, 2021 – The Quebec English School Boards Association (QESBA) is pleased with the Quebec Superior Court decision to strike down parts of Bill 21: An Act respecting the laicity of the State where English language school boards are concerned.

Bill 21 was adopted in June 2019 and prohibits public sector workers who are deemed to be in positions of authority, including teachers, police officers and judges, from wearing symbols such as hijabs, kippas or turbans at work. The government of Quebec used the notwithstanding clause to adopt Bill 21, however the notwithstanding clause cannot be applied in matters regarding section 23 of the Canadian Charter of Rights and Freedoms.

“We are pleased that Justice Marc-André Blanchard ruled that certain provisions of the law are unconstitutional as they pertain to English minority school boards in Québec,” said QESBA President Dan Lamoureux.

“Once again, Section 23 was put into the Charter of Rights and Freedoms to protect and preserve all minority language educational institutions. Section 23 clearly gives minority communities the right to manage and control their institutions,” concluded the President.

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