



QUEBEC ENGLISH SCHOOL  
BOARDS ASSOCIATION

QESBA  
Annual Report  
October 29, 2022

## Annual Report 2021-2022



### QESBA Annual Report

Once again, things have been very busy at QESBA over the last fiscal year due to the CAQ Government. The electoral season is finally over and we now know who we have to work with moving forward. Unfortunately, minority communities in Québec seem to be the ongoing target and we will have double the work to do with that and the CAQ government favouring centralization of power.

QESBA is the voice of English public education in Québec and represents 100,000 students in over 300 elementary, high schools, and adult and vocational centres across Québec.



## Bill 40

At this writing, we still await the ruling on Bill 40 from Justice Lussier, that was heard in April of 2021. We are told that QESBA is to be informed 24hrs before the ruling is deposited. We are hopeful that the ruling will be rendered this fall.

## Bill 40 Fundraising

As you are aware, QESBA fully expects the current Bill 40 court case to go all the way to the Supreme Court of Canada. We have embarked upon a large scale fundraising campaign with Global Philanthropic, a firm that specializes in these types of campaigns to reach out to the leaders of the English Speaking Community in Québec. As of the close of the fiscal year, the campaign was well underway.

## Bill 96

Bill 96 has been the very divisive piece of legislation that we have been fighting for most of this last year along with our education and community partners. The legislation was adopted in May of 2022 and the English Montreal School Board has begun legal proceedings based on Section 23 rights to manage and control our educational institutions. QESBA brief attached.

## **Bill 21**

QESBA has sought leave to intervene on the appeal for Bill 21: An Act respecting the laicity of the State. The notwithstanding clause cannot be used for Section 23 arguments and the English Montreal School Board won their original superior court case in which the government is appealing. The appeal should be heard in 2022, QESBA's legal team will be arguing against Bill 21. QESBA was able to secure a Court Challenges Grant to apply to this leave to intervene therefore no amounts are being assigned from the Association's annual budget.

## **Bill 49**

An Act to amend the Act respecting elections and referendums in municipalities, the Municipal Ethics and Good Conduct Act and various legislative provisions was adopted November 4, 2021. There is an amendment in Bill 49 which prohibits a sitting commissioner/ chair from being elected to both municipal council and school service centres. This same amendment is found in Bill 40 of which currently has a stay of legislation for our network and therefore cannot be enacted. We currently have a few commissioners impacted by this. The Municipal Commission has been ordered to legally pursue the resignation of the two impacted individuals. The Justice who heard this case has decided in our favour based on the pending decision on Bill 40.

## **Bill 9**

QESBA Presented jointly with our Directors General Table to the parliamentary commission on culture and education earlier this year on Bill 9: An Act respecting the National Student Ombudsman. For more detail link to the QESBA brief attached.

## **Labour Relations**

After three years without signed agreements for Teachers, Professionals and Support Staff and Management all unions reached agreements over the last fiscal year with Treasury Board. This negotiations process has been very long and arduous on our Labour Relations Team and after all this they are already preparing the next round of negotiation that have already begun on behalf of the employers.

QESBA replaced retiring Labour Relations Director Christine Denommée in early 2022. David Chisholm hit the ground running as the Director of Labour Relations in the Spring of 2022 and is adding to his team. QESBA wishes to thank Christine Denommée for her years of service to the English public system in Québec.

## **QESBA Annual General Meeting 2020-2021**

Following the School Board Elections held last November, QESBA held its' Annual General Meeting in January where Dan Lamoureux was re-elected as President for a two-year term and Judy Kelley was elected as Vice-President also for a two-year term coming to maturity in the fall of 2023.

## **Professional Development Session**

A professional development session was held in May over two days with topics such as bullying, anti Black Racism, Bill 21 the direct impact to the classroom, communications training with Brian Woodland and a valuable session offered by SSBA Executive Director, Darren McKee on the intricacies of elected and management relationships. It was the first two-day session since the start of the pandemic and from all accounts received excellent reviews. Please find the survey results attached.

## **Heritage Research Grant**

QESBA received a research grant from Heritage Canada for three specific areas of interest. A portion was dedicated to translation of all QESBA documentation historical and new. The second purpose was to develop linguistic profiles for all nine member school boards. Eight of nine English school boards participated in this important document. The full report is attached. The final purpose of the grant was to develop best practices for all nine member school boards. As of this writing we are still in the process of completing the best practices. The documents will be available on the QESBA website once they have been approved by all nine member boards.

## **QESBA Board of Directors**

Thank you to the QESBA Executive Committee and Board of Directors for their time and commitment to English Public Education in Quebec. 2022-2023 promises to be another important year and your Association is well represented.





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

**Brief presented to**

**the National Assembly Committee  
on Culture and Education**

**by the Quebec English School Boards Association**

**on**

**Bill 96**

**An Act to respecting French, the official and  
common language of Québec**

**September 2021**

## **Introduction**

Since 1929, the Quebec English School Boards Association (QESBA) and its predecessors have served as a vehicle through which school boards, elected commissioners, and parents have shared ideas and worked together to achieve our community's common goal of ensuring quality educational services. The member school boards of QESBA serve some 100,000 students in roughly 330 elementary and high schools, as well as adult and vocational centres across Québec. Each Board has its unique demographics, orientations, and history. All of them share a "made-in-English-Québec" sensibility to delivering public education services, with equal regard for the needs of all students, staff, and communities.

- *Parent and community involvement:* as our school boards answer to the taxpayers, our schools have always been accessible to and transparent towards parents and community;
- *A recognition of our particular status as English-speaking institutions:* Québec's English-speaking community, in all its diversity, continues to contribute to the rich tapestry of Québec life. English public school boards, representing the sole level of elected government answerable to that community, assumes as part of their mission the job of teaching about and strengthening that fundamental contribution.

Elected commissioners are on the front lines of all decisions that will affect and ultimately benefit students. Our sector has much to be proud of including attaining an 86% success rate.

## **History**

QESBA has been advocating for English (protestant boards before 1998) public education in Québec since the association was founded in 1929. QESBA (and predecessors) have gone, through amalgamation, from 129 member boards to 9

(plus the Centre de services scolaire du Littoral, which is a special status CSS) since the creation of the Ministry of Education in 1964.

Our enrolment in 1975 was over 250,000 students across Québec and has declined to approximately 100,000 in 2020. There were as many as 172-elected Commissioners in 1975 and as of November 2014 there are 95 Commissioners and 9 elected Chairpersons. We registered a nearly 86% success rate as of June 2017 and rising annually; our administrative overhead costs are among the lowest of any publicly funded institutions at a 4% average.

### French in Québec

The French language is in a minority position in Canada and, of course, in North America. The QESBA recognizes that legislative, regulatory, and collective efforts are needed to protect and promote the French language here in Québec and throughout Canada. But the protection and promotion of the French language in Québec should not be done by infringing on the Québec Charter of Human Rights and Freedoms (which reflects the fundamental common values of Quebecers) nor at the expense of the rights of English-speaking Quebecers and their institutions, including our Constitutional rights to control and manage our school system by virtue of section 23 of the Canadian Charter of Rights and Freedoms.

The QESBA does not wish to engage in a socio-demographic discussion about the fragility of the French language in Québec. We feel compelled to observe, however, that by many measurable criteria, Québec has never been more French than today. According to the 2016 Canadian Census (single responses), 82.3% of Quebecers speak French most often at home, 10.1% speak English most often at home and 7.6% speak another language most often at home. Regarding public schooling, the Ministère de l'Éducation du Québec (MEQ) estimates for the 2020-2021 school year indicate that 91.2% of students from pre-school to the end of high school are enrolled in French-language school service centres and 8.8% are enrolled in

English-language school boards. As was noted previously, enrolment in Québec's English schools and adult centres has fallen from roughly 250,000 in 1975, to roughly 100,000 today, a reduction of 60%. Despite the fact that our enrolment numbers have been relatively stable over the past several years, Québec's English school boards have been managing decline rather than growth for many decades and it is a constant challenge to maintain our high standards of teaching and learning with the resources at our disposal.

### The Teaching of French

We have long understood that one of our responsibilities is to adequately prepare our students to live and work in Québec. Québec's English school boards have been the pioneers of French second language instruction in Canada. French immersion, now widely in use in our schools, and indeed right across Canada, was driven largely by English-speaking parents and developed and first implemented in the mid 1960s in the Saint-Lambert Protestant School Board on the South Shore of Montreal. The majority of students in English school boards are enrolled in some form of intensive French second language programs and many boards have students who succeed at French mother tongue courses at high school.

Regardless of the academic program they are in all the graduates of high schools in the English network are considered, by the Government of Québec, to have an adequate knowledge of spoken and written French. This is demonstrated in two ways. First, by the fact that graduates from English school are exempt from the French competency exams required by various professional orders in order to practice in Québec. Secondly Bill 96 explicitly recognizes the competency of high school graduates from English schools by exempting them, in section 58, from the new uniform French language exams in order to obtain a Diploma of Collegial Studies. All of this supports the fact that graduates from English schools are adequately prepared, in terms of their knowledge of spoken and written French, to live and work in Québec.



**Bill 96**

Our comments on Bill 96 cover two broad themes, those related directly to the education related provisions of the Bill, and those which are more generally of concern to the English-speaking community of Québec, in which school boards play a major role. But first, a couple of general observations.

Bill 96 is a major overhaul of the Charter of the French Language and the linguistic regime that it sets out. The Bill is both voluminous and complex. Bill 96 contains 201 sections and two schedules, and in addition to the Charter of the French Language, it amends 24 pieces of Québec legislation (including the Civil Code of Québec, the Code of Civil Procedure, and the Charter of human rights and freedoms) and the Constitution Act, 1867. It is regrettable that the Government of Québec did not propose or agree to hold open consultations on the Bill rather than the invitation only ones in which we are participating. The subject matter certainly would have merited unlimited public consultations. The QESBA was dismayed to not have been included in the original list of participants, but thanks the Committee on Culture and Education for the opportunity to be heard. However, we deplore that fact that a number of other groups in civil society who represent English-speaking Quebecers or individuals with grave concerns about Bill 96 have not been given this opportunity.

Secondly, if the intention of the Government of Québec was to have an update to the Charter of the French Language contribute to reinforcing the common values of Quebecers, Bill 96 has failed to do so. Public opinion surveys demonstrate a deep cleavage in the appreciation of Bill 96 among French-speaking and English-speaking Quebecers. The representative groups of the English-speaking community who will appear before this Parliamentary Committee will all voice opposition to or serious reservations with Bill 96. We have enjoyed many years of what has often been described as “linguistic peace” in Québec. Bill 96, and other

recent pieces of legislation, have greatly divided Quebecers and have fragilized that linguistic peace. This situation does not foster a mutual appreciation for and reinforcement of Québec's common values.

## **Education Provisions**

### **Temporary Eligibility Certificates**

In the area of eligibility for instruction in English, Bill 96 amends the Charter of the French language to limit its duration and amends the pertinent Regulation governing temporary certificates.

Section 85 of the Charter currently specifies that the Government may adopt a regulation governing temporary eligibility certificates. The current regulation on temporary certificates covers four categories of persons living in Québec temporarily; foreign nationals, Canadian citizens here for work or study, nationals posted in Québec as representatives of a foreign country or international organizations and, members of the Canadian Armed Forces posted in Québec.

Section 56 of Bill 96 amends the Charter by specifying that the temporary certificates for dependent children of foreign nationals living temporarily in Québec are issued for three years and may not be renewed.<sup>1</sup> This is a major change. Currently, these temporary certificates are issued for three years but can be renewed as long as the status of the parents (i.e. the temporary nature of their stay in Québec) doesn't change.

Here is the new section of the Charter as introduced by section 56 of Bill 96:

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<sup>1</sup> These three-year certificates expire on June 30<sup>th</sup> of the school year (in order to allow students to complete their year) and may, for those students who have a temporary certificate at the time of the assent of Bill 96, be renewed for one more year.

The Charter is amended by inserting the following section after section 84:

“84.1. A child who is a foreign national and who stays in Québec temporarily may, at the request of one of his parents, be exempted from the application of the first paragraph of section 72 and receive instruction in English in the following cases:

(1) he holds a permit issued under the Immigration and Refugee Protection Act (Statutes of Canada, 2001, chapter 27) that authorizes him to work or study in Canada;

(2) he is a dependent child of a foreign national authorized to work or study in Canada under such a permit; or

(3) he is exempted from the obligation to obtain the consent of the Minister of Immigration, Francization and Integration to stay in Québec where the holder of parental authority is staying in Québec as a temporary foreign worker or international student.

The exemption is valid for a period of up to three years and may not be renewed. However, the exemption is extended until 30 June of the school year during which the period of validity ends if that period ends before that date.

The Government shall prescribe by regulation the conditions of the exemption and the procedure to be followed in order to obtain it.”

Section 197 of Bill 96 provides for the possibility of a one-year renewal for temporary certificates for children who have an exemption before Bill 96 is assented to.

Finally, sections 160., 161., and 162 of Bill 96 amend the Regulation on temporary certificates.

**It is critical to note that temporary certificates are revoked (at the end of the school year) when the person staying in Québec temporarily applies for refugee status or a Québec certificate of selection. In other words, if the person begins the process of remaining in Québec permanently, they or their children are no longer eligible to receive instruction in English and they must enroll in French-language school the following school year. Furthermore, the issuance of a temporary certificate does not confer any acquired rights to attend English school in the future.**

The actual number of students that require a temporary stay is a small percentage of students in the English system. The QESBA has made an access to information request to the Ministère de l'Éducation to document the number of temporary certificates issued over the past five years and the number of students actually attending English schools by virtue of a temporary certificate. According to the Access to Information Act, the MEQ had until September 1<sup>st</sup> to reply. As of September 20<sup>th</sup>, no reply has been received.

However, on March 19, 2021 *Le Devoir* published a story by Lisa-Marie Gervais headlined *Augmentation des résidents non-permanent dans les écoles anglaises*. In this story *Le Devoir* states that it "has learned" that the number of temporary certificates issued has more than doubled, increasing from 2010 in 2010 (sic) to 4428 in 2019. The story also states that the number of temporary stay permits issued by Québec tripled from roughly 50,000 to 150,000 over the same period. So, although the number of temporary stay permits has tripled, the number of temporary certificates for instruction in English has, according to the figures in *Le Devoir*, only doubled. If the number of temporary certificates to receive instruction in English, issued in 2019 (4428), is expressed as a proportion of the temporary stay permits issued in 2019 (150,000), this would seem to indicate that only 3% of temporary stays theoretically result in temporary English enrolment. This situation is depicted in the article as one of concern.



Anticipating the possibility of a delay, the QESBA asked our nine member school boards and the CSS Littoral the number of students enrolled in the 2020-2021 school year by virtue of a temporary certificate. We received the answer from all boards and Littoral. The total of students in English public schools on temporary certificates last school year was 4108. However, of that number, 926 were temporary exemptions for Canadian Armed Forces personnel and, by definition, not foreign nationals. Therefore, the maximum number of foreign students studying in English public schools (the object of the Bill 96 amendments to the CFL) last year is 3182.

There are roughly 85,000 students in English elementary and high schools, and 963,000 students in elementary and secondary schools in Québec overall in 2020-2021 (MEQ estimates). Therefore, the number of foreign national students on temporary certificates to study in English represents 0.33% of the total elementary and high school student enrolment. While the number of foreign nationals with temporary certificates represents at 3182 a drop in the bucket in the overall student enrolment in Québec, it provides a little bit of badly needed oxygen for the English school network, which has declined by 60% since 1975.

We are concerned that restricting the temporary eligibility certificates to a maximum of three years for foreign nationals may put a damper on the ability of Québec companies and institutions to recruit workers and professionals to accept employment here temporarily if they want their children to attend English school. Universities often recruit foreign professors and researchers with limited contracts. The same is true of medical doctors and health researchers and certain members of the clergy. Multinational companies operating in Québec also transfer personnel here for a limited period. In all these cases, the children of these talented individuals may have limited or no French language skills, but some English language knowledge. The opportunity to have them attend English schools for the duration of their temporary stay is an important consideration.

Concrete examples:

Many general managers of Reynolds Aluminum (now Alcoa) were Americans who committed to living and working in the regions of Québec. One of whom lived in Baie-Comeau for 10 years with two daughters who attended English public school. One of the daughters took French as a minor in her American college once she graduated from Baie-Comeau High School and further did a year of College in France to pursue her French education. Today, she is the Vice-President of City Bank and is responsible for the implementation of French for Canada and Europe.

U.S. Vice-President Kamala Harris spent five years and graduated from Westmount High School when her mother, Dr. Shyamala Gopalan Harris, a breast-cancer scientist originally from Chennai, India, brought Harris and her sister, Maya, to Montreal in the 1970s when she took a job teaching at McGill University and doing research at the Jewish General Hospital. This talented researcher might not have accepted this position if told her children could not benefit from a bilingual education in Québec.

This new restriction limiting the duration of temporary eligibility certificates will undoubtedly result in a small reduction of enrolment in our network. It may also have a negative impact on the ability to attract foreign nationals, who may want their children to study in English, to temporary positions here. Given the relatively small number of students involved, given that these temporary certificates confer no acquired rights to attend English school, given that the foreign students enrolled in English schools receive excellent French-language instruction, the proposal in Bill 96 to limit the temporary certificates of foreign nationals to three years seems to be a solution in search of a problem. If it is important for the Government of Québec to be competitive in attracting foreign nationals with specific talents to Québec, on a temporary basis, and for all the reasons highlighted above, this measure should not be adopted.

Recommendation:

The QESBA recommends that the government of Québec abandon this change and leave the option for renewal of temporary certificates open for their entire duration of the temporary stay.

**Language of Communication**

The Charter of the French Language establishes the language of communication requirements for the civil administration, of which school boards are considered part. For school boards (according to section 29.1 of the CFL), it outlines under what circumstances French must be used, when French and English may be used (in names, internal communications, communications with each other – section 26 of the CFL), and when English may be used alone (in communications between two persons – section 26 of the CFL and; in communications connected with teaching [*“dans leurs communications d’ordre pédagogique”*] – section 28 of the CFL).

This latter section of the CFL (section 28) allows English schools and school boards to communicate with parents in English only in matters regarding pedagogy writ large.

Bill 96 proposes a number of modifications to this regime, some of which appear to apply to school boards (as recognized bodies under section 29.1 of the CFL), and some which do not:

- Section 28 of the CFL which reads “28. Notwithstanding sections 23 and 26, school bodies recognized under section 29.1 may use the language of instruction in their communications connected with teaching without having to use the official language at the same time” is unaffected by Bill 96;
- The Bill 96 amendments (Bill 96 section 16) to section 26 of the CFL do not appear to significantly modify the ability of school boards to use English

along with French in their internal communications and in their communications with each other. Bill 96 also continues to allow for written communication between two people within a school board to be in English;

- Bill 96, section 16 also makes the obligation for deliberative assemblies of school boards to publish notice of meetings, agendas and minutes in French (without prohibiting English) clearer. This is already the practice in our school boards.

Finally, it is not entirely clear to us if Bill 96 alters the language of communication requirements for school boards when dealing with legal persons, other than other school boards and the civil administration, such as companies and associations such as our community partners. A clarification of this point would be most welcome.

#### French Second Language Instruction

There are English-speaking adults who want to improve their written and verbal French language skills. Section 62 of Bill 96 amends the Charter of the French Language (new section 88.11) directing that Francisation Québec provide French language learning services to persons domiciled in Québec who are not subject to compulsory school attendance under the Education Act. This is a welcome initiative, one that has been proposed by the English-speaking community for some time. Québec's English school boards, which already offer a wide array of adult education courses including French as a second language, are interested and willing to play a role in the delivery of these new course offerings.



### **CEGEP Enrolment**

Bill 96 introduces a cap on the increase in enrolment in English-language CEGEPs and, in section 62, introduces a new concept requiring that they have a policy which must include measures to give priority to admitting “students declared eligible to receive instruction in accordance with Division I [of the CFL]”.

This new measure will likely make it easier for our graduates to be accepted into high applicant programs. On the other hand, the enrolment cap may also affect the longer-term viability of certain smaller English CEGEPs outside the Greater Montreal Area.

### **Language Knowledge of Judges**

Section 12 of the Bill stipulates that judges and members of administrative tribunals appointed by the Government of Québec cannot be required to have a knowledge of a language other than French unless the Minister of Justice and the Minister of the French Language consider that the exercise of their office requires such knowledge (and only after all reasonable means have been taken to avoid requiring the knowledge of another language).

This section has the potential, in practical terms, to reduce the ability of Québec courts (including municipal courts) to hear cases in English, thereby making access to justice for English-speakers more difficult. Furthermore, on the face of it this section seems to be incompatible with section 133 of the Constitution Act 1867 which allows bilingualism in the Québec legislature and in federal and Québec courts.

### **Constitutional Amendment**

Section 159 of Bill 96 unilaterally amends the Constitution Act 1867 of Canada by adding sections:

- 90Q.1. Quebecers form a nation.
- 90Q.2. French shall be the only official language of Québec. It is also the common language of the Québec nation.

The constitutional implications for the English-speaking minority of Québec of these proposed amendments are not clear and constitutional experts are divided on this question. However, it is unlikely that such an amendment would be benign. Once again, on the face of it this section of Bill 96 seems to be incompatible with section 133 of the Constitution Act 1867 which allows bilingualism in the Québec legislature and in federal and Québec courts.

One of the fundamental tenets of the legislative process is to adopt laws that are clear and subject, to the minimum possible, to interpretation. Some clarity with these proposed Constitutional amendments is necessary.

### **Recommendation**

That the Government of Québec refer section 159 to the Court of Appeal of Quebec as per the Court of Appeal Reference Act, to obtain the desired clarity on the Constitutional implications of the proposed amendment to the Constitution Act, 1867.

### **Pre-emptive and Blanket Use of the Notwithstanding Clauses**

Section 118 of the Bill integrates the federal and Québec notwithstanding clauses directly into the Charter of the French Language and covers all the provisions of the Charter.

Sections 199 and 200 of the Bill stipulates that all the other provisions of Bill 96 apply notwithstanding, respectively, the Québec and Canadian charters of rights and freedoms.

This blanket and pre-emptive use of the notwithstanding clauses shields the modifications proposed in Bill 96 from judicial challenge under the charters of rights, including every single provision of the Charter of the French Language.

Quebecers are rightly proud of our progressive, comprehensive, and ground-breaking Charter of Human Rights and Freedoms. The Québec Charter is a fundamental, quasi-constitutional law of Québec. It was adopted unanimously by the Québec National Assembly on June 27, 1975 in a legislature formed of the governing Liberals of Robert Bourassa, the Official Opposition Parti québécois and two MNAs of the Ralliement créditiste. It has become one element of the common values of Québec. The fundamental human rights it protects for all Quebecers should not be set aside lightly. The same is true of the Canadian Charter of Rights and Freedoms. Both Charters contain a notwithstanding clause permitting the legislature, with certain limits, to adopt legislation which applies despite the fundamental rights outlined in the Charters. However, it is our opinion, shared by many including a number of judges and justices, that the use of the notwithstanding clauses should be done with circumspection and with limited application.

This is not the case with Bill 96. The rationale for invoking the Québec and Canadian notwithstanding clauses for every single provision of Bill 96 and, through Bill 96, every single provision of the Charter of the French Language, has not been clearly explained. This action deprives all Quebecers of the protection of the fundamental rights in the two charters of rights and freedoms in relation to the effects of Bill 96. It shields Bill 96 from any legal recourse to challenge the legislation by virtue of the Charters, legal recourse which is a normal and appropriate action in a society governed by the rule of law.

### Recommendation

That sections 118, 199 and 200 invoking the notwithstanding clauses of the Québec Charter of Human Rights and Freedoms and the Canadian Charter of Rights and Freedoms be removed from Bill 96.

### Conclusion

The Quebec English School Boards Association and our nine English language school boards believe in the need to promote and protect the French language in Québec and indeed throughout Canada. We were the pioneers of French immersion, bilingual programs and now what we call Français Plus. We ensure the success in French for all our students and prepare them to live and work in Québec with pride. But that protection and promotion should not be done by setting aside the fundamental rights of Quebecers, nor by infringing on the rights of the English-speaking community of Québec. We ask that the government reconsider some of the provisions of Bill 96.



**BRIEF SUBMITTED BY THE**

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION  
(QESBA) and**

**THE ASSOCIATION OF DIRECTORS GENERAL OF ENGLISH  
SCHOOL BOARDS OF QUÉBEC (ADGESBQ)**

**ON**

**BILL N° 9  
An Act respecting the National Student Ombudsman**

**TO THE**

**NATIONAL ASSEMBLY  
COMMITTEE ON CULTURE AND EDUCATION**

**January 2022**

## **Introduction**

N.B. This brief is submitted jointly by the QESBA and the ADGESBQ.

Since 1929, the **Quebec English School Boards Association (QESBA)** and its predecessors have served as a vehicle through which school boards, elected commissioners, and parents have shared ideas and worked together to achieve our community's common goal of ensuring quality educational services. The member school boards of QESBA serve some 100,000 students in over 300 elementary and high schools, as well as adult and vocational centres across Québec and employ some 20,000 people. Each Board has its unique demographics, orientations and history. All of them share a “made-in-English-Québec” sensibility to delivering public education services, with equal regard for the needs and wants of all students, staff, and communities.

- *Parent and community involvement:* as our school boards answer to the taxpayers, our schools have always been accessible to and transparent towards parents and community;
- *A recognition of our particular status as English-speaking institutions:* Québec's English-speaking community, in all its diversity, continues to contribute to the rich tapestry of Québec life. English public school boards, representing the sole level of elected government answerable to that community, assumes as part of their mission the job of teaching about and strengthening that fundamental contribution;

All of the points listed above have elected commissioners on the front lines of all decisions that will affect and ultimately benefit students. Our sector has much to be proud of, including attaining an 86% success rate.

The **Association of Directors General of English School Boards of Québec (ADGESBQ)** represents directors general and assistant directors general of the nine English school boards. Its mission is to influence the development of educational policies in Québec and to promote the professional interests of its members. The ADGESBQ promotes collaboration between the various school boards to advance education in Québec. It makes available to its members all useful information concerning the improvement of the education system.

### **History of the QESBA**

QESBA has been advocating for English (protestant boards before 1998) public education in Québec since the association was founded in 1929. QESBA and its predecessors have gone from 129 member boards to 9 since the creation of the Ministry of Education in 1964.

Our enrolment in 1975 was over 250,000 students across the province and has declined to approximately 100,000 in 2015. There were as many as 172-elected Commissioners in 1975 and as of November 2014 there are 95 Commissioners and 9 elected Chairpersons. We consistently register a high above average success rate and our administrative overhead costs are among the lowest of any publicly funded institutions at a 4% average.

### **Bill 9**

Bill 9 creates a new statute, namely the *Act Respecting the National Student Ombudsman*<sup>1</sup>. It also modifies 3 Québec statutes and one regulation, most notably the *Education Act* and the *Act respecting private education*.

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<sup>1</sup> The terms “ombudsman” and “ombudsmen” are taken directly from the legislation and should be understood to be gender neutral.

Bill 9 establishes a uniform process for dealing with complaints from students and parents in our school system. It creates the position of National Student Ombudsman and Regional Student Ombudsmen, and sets out their roles and responsibilities. It also establishes a timeline for the processing of complaints at the level of the school board and private education institutions, regional ombudsman, and national ombudsman.

The goal of legislation is to address a pressing public policy issue. Our two associations are not convinced that there are major problems regarding the students' complaints process in the English education network. From our perspective, the current system of arms-length student ombudsmen in our school boards, reporting to the Councils of Commissioners, whose members are elected either by the population at large, or in the case of parent commissioners by their peers, is adequate. If the MEQ wishes to ensure that more students and parents are aware of their rights and of the complaints process, and to establish a uniform and realistic timeline for such complaints, these objectives could be achieved without establishing an entirely new regional and central bureaucracies.

This position is borne out by the very small numbers of cases that are actually submitted to the Student Ombudsmen in our network. According to their annual reports, in the last year for which the numbers are available<sup>2</sup>, the Student Ombudsmen in the nine English school boards received a total of 285 complaints. It is estimated that 75-100 of those were related to the COVID-19 pandemic.

In addition, we have serious concerns regarding the proposed Bill 9, relating to access to the regional and national complaints process in English and to the

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<sup>2</sup> The numbers for four school boards are from the 2019-2020 financial year, and five are from the 2020-2021 financial year.



diminution of the role and authority of the Councils of Commissioners, the highest governing authority of school boards, in the process.

Bill 9 essentially eliminates the existing school board Student Ombudsman, as well as the direct recourse of parents and students to the Council of Commissioners to overturn a decision of that body. It replaces these with a centrally administered National Student Ombudsman and regional student ombudsmen system and a standardized complaints process. While this standardizes and professionalizes the ombudsman function, it also takes this function largely out of the hands of local school boards.

This standardization and centralization of the complaints process may decrease local ownership of the complaints process, and further diminishes the role of the Council of Commissioners. This is another example of the government instituting more centrally administered public educational services. In combination with other recent legislation (Bills 40 and 21 among them), it contributes to the gradual diminution of local management and control of education by the English-speaking community.

It is also unclear whether Bill 9 will make the complaints process more accessible and effective for complainants (parents and students) in the English system.

### **Specific Concerns**

#### **1. Services of the National Student Ombudsman**

The National Student Ombudsman will have to deal with French-language service centres, English-language school boards and the special status boards representing Indigenous communities, and private schools. We worry that the situations and concerns of the English minority communities and Indigenous

communities across Québec do not always receive the full attention of governments. This is one of those times when we must emphasize the importance of having access to English- language services for any stakeholders that have important questions or concerns regarding their children's situation. They must be able to receive services in either French or English.

### **Recommendation 1.**

**The National Student Ombudsman and its personnel must be sensitive to the particular realities of English school boards, special status school boards and the special status school service centre and the people they serve.**

2. Ensuring that the regional student ombudsman process is accessible in English and is sensitive to the particularities of the English education network

Our understanding is that there will be a Regional Student Ombudsman in each administrative region. There are 17 MEQ administrative regions throughout Québec. We do not think that a regional territorial model will be able to guarantee the necessary regional student ombudsman services in English, particularly outside the Greater Montreal area. In fact, the intent of the Government's proposed Bill 96 amending the Charter of the French Language, appears to be to limit the designation of bilingual positions in the Québec civil service. Complaints from students and parents in English school boards may be marginalized in a regional territorial model due to their small proportion, particularly in the regions.

The Regional Student Ombudsmen need to be sensitive to the cultural and educational differences in our network. Again, given the small proportion that the English network represents overall in many regions, we are concerned that not all 17 of them will make this a priority.

The majority of our school boards cover more than one administrative region (for example the Sir Wilfrid Laurier School Board covers 3). The proposal in Bill 9 means that school boards would be dealing with a number of different regional ombudspersons. This would only increase the complexity for parents and will represent a significant administrative challenge for many school boards.

There is no provision for Regional Student Ombudsmen to be aware or sensitive to the particular context of English boards. It is unclear whether Regional Student Ombudsmen serving English boards will have the ability to communicate with complainants in English.

For all of the reasons above the QESBA and ADGESBQ propose a different regional complaints model better adapted to our educational network.

## **Recommendation 2.**

**That the linguistic nature of Québec's school system be recognized with amendments to Bill 9 instituting one (or more) "regional" ombudsman which would deal exclusively with complaints emanating from English school boards and private English schools. Furthermore, that legislative provisions in Bill 9 allow for the two special status school boards (Cree and Kativik) and one special status school service centre (Littoral) to opt into this proposed model if they so choose.**

### **3. Selection process for the Regional Student Ombudsmen**

Section 5 of Bill 9 specifies that the Minister of Education appoints Regional Student Ombudsmen from among persons declared qualified for appointment

to those functions by a selection committee. As per section 6 of the Bill, a Québec-wide selection committee is formed for Regional Student Ombudsmen chaired by the National Student Ombudsman with representatives from parents, teachers, principals, directors general, private education institutions and ortho-pedagogists and designated by the National Student Ombudsman after consultation with those associations or organizations. While there is varied representation on the selection committee, it is interesting to note that there is no representative of either the association of school boards or of the federation of school service centres. There is, in our view ,inadequate local input.

### **Recommendation 3.**

**The selection committee referred to in section 6 of Bill 9 for the regional student ombudsmen must include a representative of the association of school boards.**

#### **4. Treatment of complaints at the school board level**

Initially, the board-by-board Student Ombudsman role was developed as an arms-length impartial body to examine and determine solutions to local student issues and make appropriate recommendations to the Council of Commissioners. The QESBA has some very clear concerns with the proposed Bill 9 abolishing the arms-length local Student Ombudsman in favour of assigning the local task to a school board employee making the impartiality of the role moot and unfairly asking a school board employee to take on these specific cases.

Our boards have limited staff and our school board staffs are already over taxed in terms of workload. Secondly, the initial Student Ombudsman role was

necessarily to be an impartial separate body to both protect the complainant and school board staff.

**Recommendation 4.1.**

**That Bill 9 be amended to empower Councils of Commissioners to either maintain the current arms-length school board Student Ombudsman as the person in charge of processing complaints or to designate a person in charge of processing complaints from amongst the personnel of the school board.**

**Administrative Challenges**

Although many English school boards cover huge territories (the territory of the Central Québec School Board is roughly equivalent to Spain), a number of them are, relatively speaking, quite small. This represents particular challenges in the organization of services where a number of administrators occupy multiple functions. The pressure on school board administrations is intense and resources are stretched to the limit.

**Recommendation 4.2.**

**That the timeline for the treatment of complaints at the school board level be lengthened slightly in order to reflect the ability of our boards to realistically process those complaints.**

5. Role of the Council of Commissioners

Currently, a student or parent can directly ask the Council of Commissioners to reconsider a school board decision. Under Bill 9, the Council can still overturn a decision based on a student or parent request, but only on the

recommendation of the Regional Student Ombudsman. In other words, parents and students can no longer complain directly to the Council of Commissioners, the highest governance body of the school board. Rather, they must pursue the complaint to the Regional Student Ombudsman.

This new process both diminishes the role of the Council of Commissioners and restricts the right of the complainant to petition the Council of Commissioners.

Furthermore, under the current system, the Council must decide what actions to take in response to Student Ombudsman recommendations. Under Bill 9, this appears to become a staff function. Because of the short timeline and the lack of mention of the Council, it appears to fall to school board staff to respond to Regional Student Ombudsmen reports, bypassing altogether the highest and duly elected governing body of school boards, namely the Council of Commissioners.

**Recommendation 5.1.**

**That Bill 9 provide for direct recourse of a complainant to the Council of Commissioners at any time in the complaints process as is currently the case.**

**Recommendation 5.2.**

**That Bill 9 allows the person in charge of processing complaints within the school board, whether that be the school board Student Ombudsman as we propose or the administrative model proposed in Bill 9, to make recommendations to the Council of Commissioners.**

## **Conclusion**

The QESBA thanks the Committee on Culture and Education for the opportunity to be heard during the Parliamentary consultations on Bill 9.

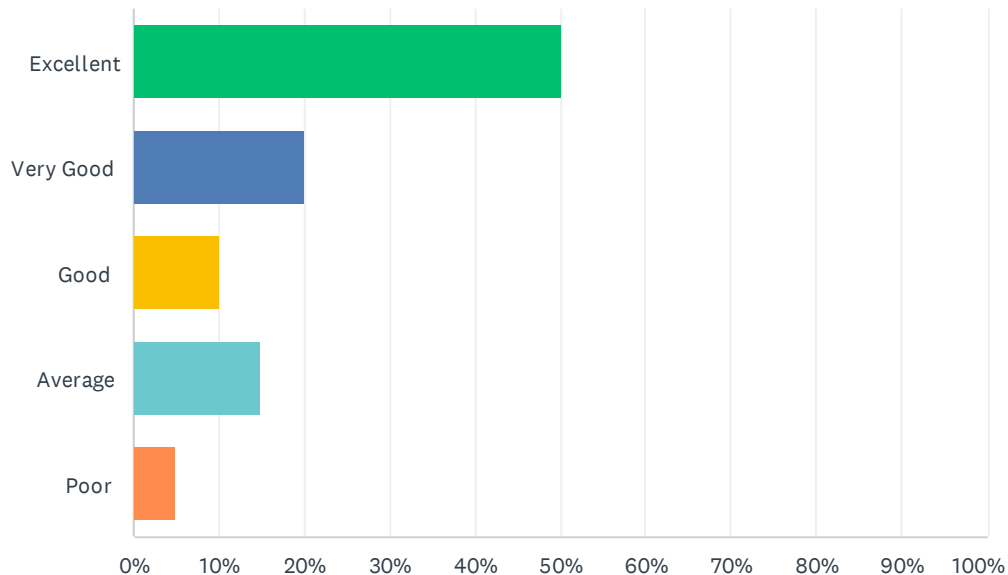
The QESBA and the ADGESBQ are not convinced that the complaints process in the English education network needs the creation of regional and national bureaucracies to improve the rights of students and their parents to appropriate educational services. However, if the National Assembly should decide to proceed with this reform, we have proposed certain modifications to take into account the particular realities of both the governance of and needs of our school system and the people it serves.

The concerns about local sensitivity and language of service are a very important factor for the National Assembly to consider.

Finally, Bill 9 removes several elements of self-management of our school system which school boards have vigorously defended over decades, self-management which is crucial to the English-speaking community of Québec. These elements of self-management do not conflict with the objectives of Bill 9 and, as outlined in the recommendations of this brief, they should be restored in the legislation.

## Q1 What was your overall impression of the session by Alain Pelletier - The Cost of Silence: The 5 faces of Bullying held on Friday May 27, 2022?

Answered: 20 Skipped: 4

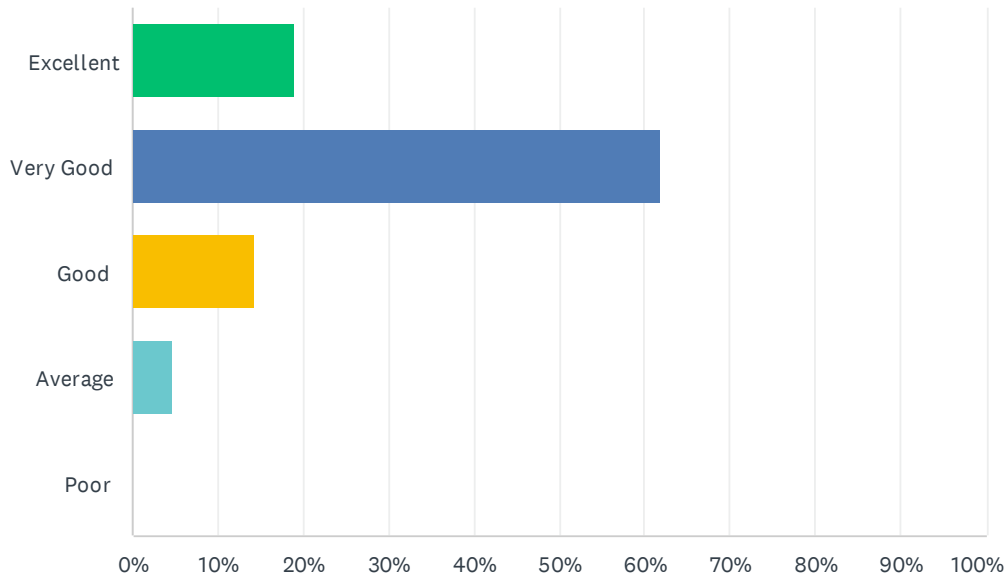


ANSWER CHOICES	RESPONSES	
Excellent	50.00%	10
Very Good	20.00%	4
Good	10.00%	2
Average	15.00%	3
Poor	5.00%	1
TOTAL		20



## Q2 What was your overall impression of the session by Brian Woodland - The 5 Super C's to Power Up Your Communications held on Friday May 27, 2022?

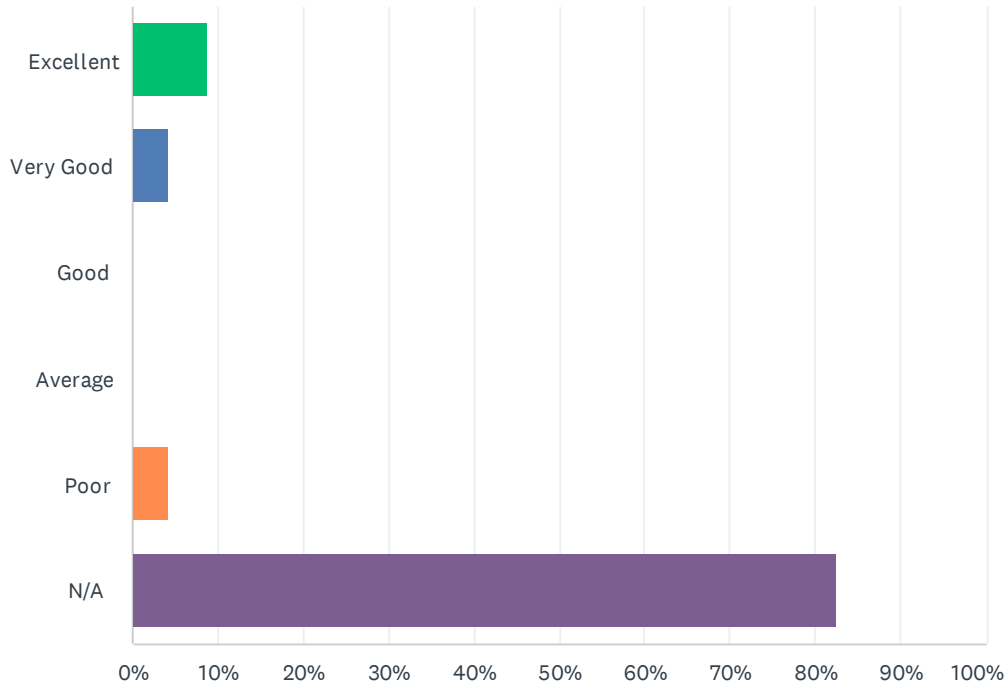
Answered: 21 Skipped: 3



ANSWER CHOICES	RESPONSES	
Excellent	19.05%	4
Very Good	61.90%	13
Good	14.29%	3
Average	4.76%	1
Poor	0.00%	0
TOTAL		21

### Q3 What was your overall impression of Breakout Session A on Anti-Black Racism in Education, held by Kearie Daniel on Saturday, May 28, 2022?

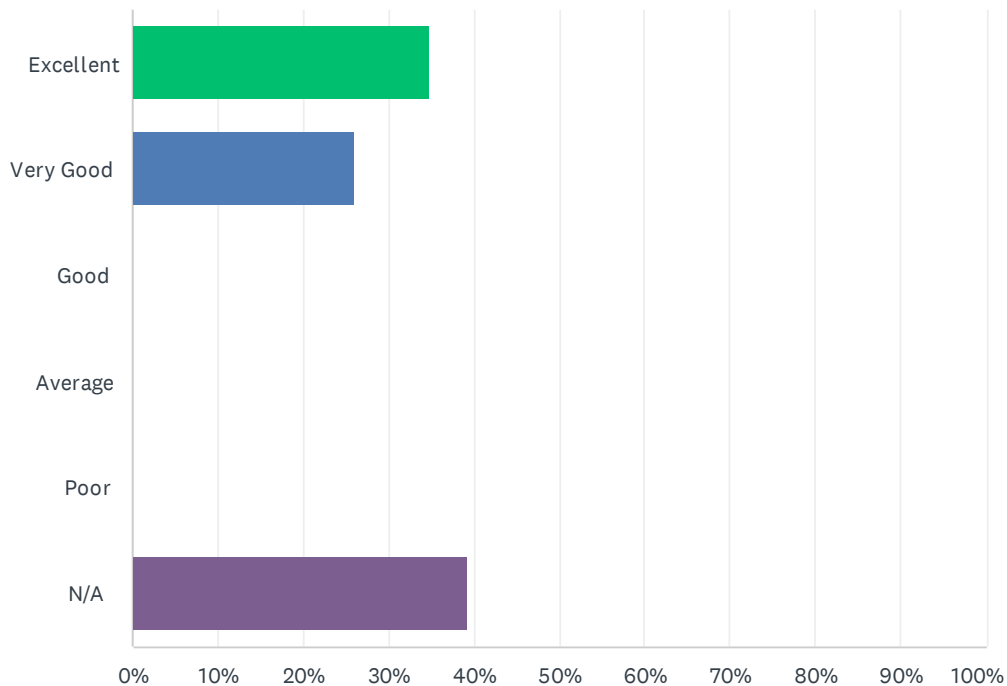
Answered: 23 Skipped: 1



ANSWER CHOICES	RESPONSES	
Excellent	8.70%	2
Very Good	4.35%	1
Good	0.00%	0
Average	0.00%	0
Poor	4.35%	1
N/A	82.61%	19
TOTAL		23

## Q4 What was your overall impression of Breakout Session B on Law 21 and Beyond: Experience, Impact and the Educator's Role, held by Fatemeh Anvari on Saturday, May 28, 2022?

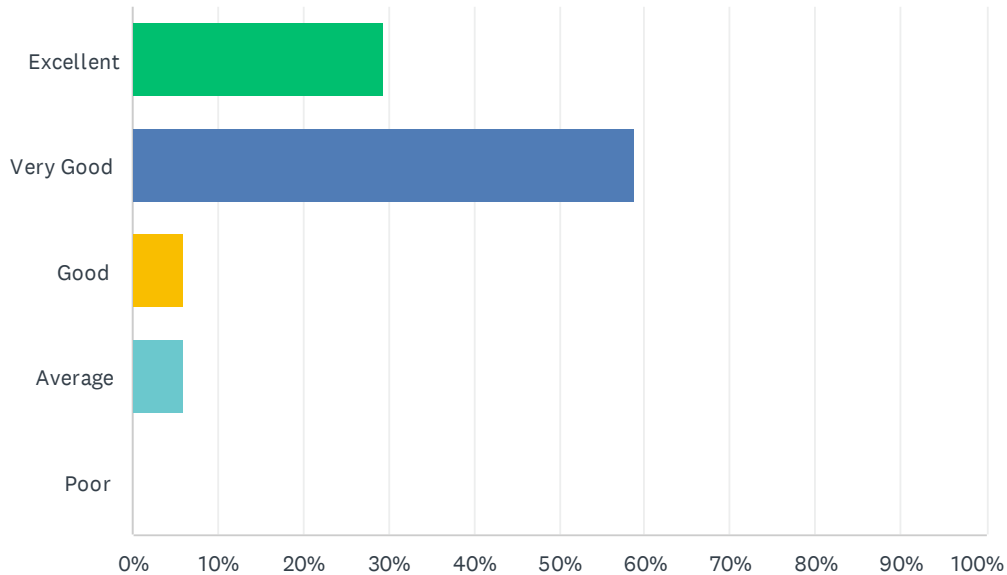
Answered: 23 Skipped: 1



ANSWER CHOICES	RESPONSES	
Excellent	34.78%	8
Very Good	26.09%	6
Good	0.00%	0
Average	0.00%	0
Poor	0.00%	0
N/A	39.13%	9
TOTAL		23

## Q5 What was your overall impression of the session by Darren McKee - Roles and Perceptions on Saturday, May 28, 2022?

Answered: 17 Skipped: 7



ANSWER CHOICES	RESPONSES	
Excellent	29.41%	5
Very Good	58.82%	10
Good	5.88%	1
Average	5.88%	1
Poor	0.00%	0
TOTAL		17

# 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

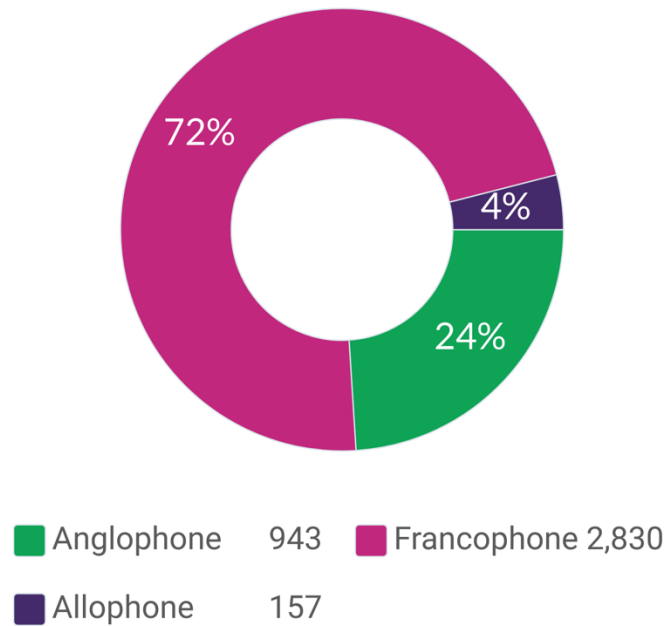






# Central Quebec School Board 2020-2021

## Families



### Families Linguistic Profile

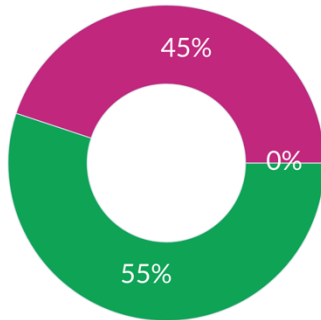
For the 2020–2021 school year, there were 4,966 students and 3,930 families who had students enrolled at the Central Quebec School Board (CQSB). The majority of families (72%) reported being Francophone. The second largest group consisted of families who speak English (24%), and only 4% of the families 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).



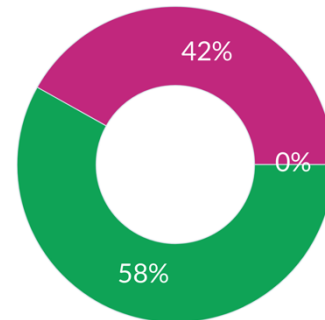
# Central Quebec School Board 2020-2021

**Administration**



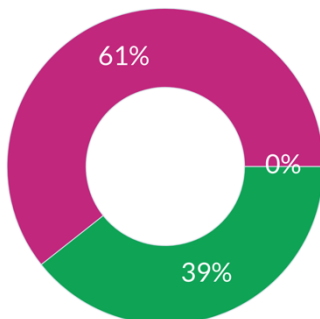
■ Anglophone 27 ■ Francophone 22  
■ Allophone 0

**Teachers**



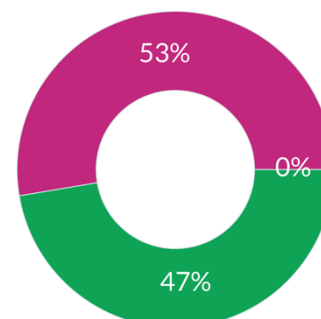
■ Anglophone 286 ■ Francophone 206  
■ Allophone 0

**Professionals**



■ Anglophone 24 ■ Francophone 37  
■ Allophone 0

**Staff**



■ Anglophone 151 ■ Francophone 168  
■ Allophone 0

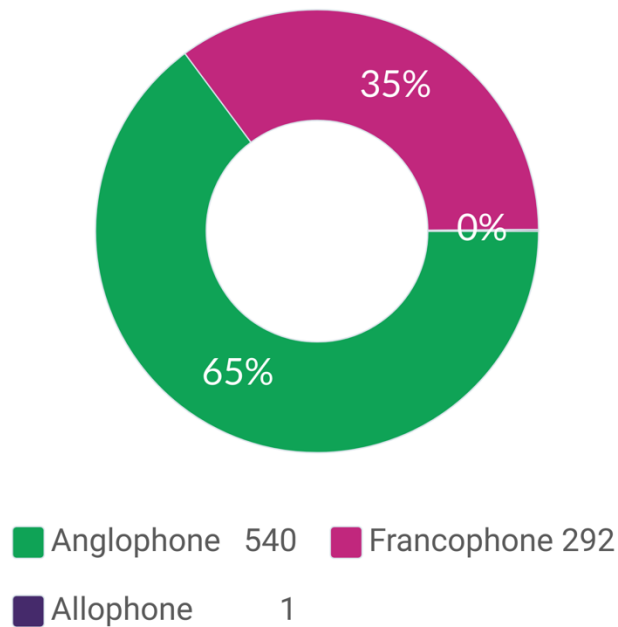
## Employees Linguistic Profile

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

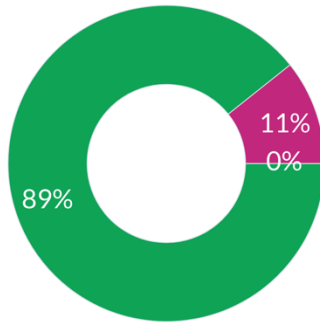
For the 2020–2021 school year, there were 1,053 children and 833 families who had students enrolled at the Eastern Shores School Board (ESSB). Of the families that provided data, the majority reported being Anglophone (65%). Thirty-five percent of families reported being Francophone and only 1 family (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).



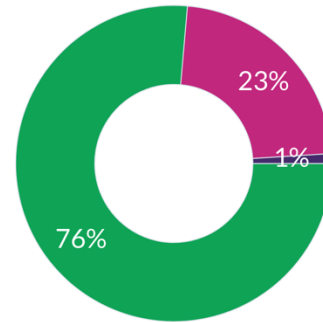
# Eastern Shores School Board 2019-2020

**Administration**



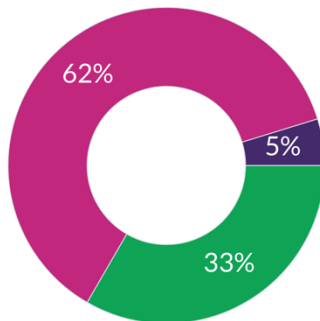
■ Anglophone 25 ■ Francophone 3  
■ Allophone 0

**Teachers**



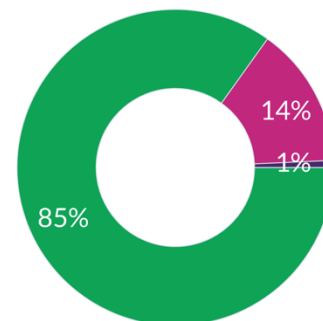
■ Anglophone 152 ■ Francophone 45  
■ Allophone 2

**Professionals**



■ Anglophone 7 ■ Francophone 13  
■ Allophone 1

**Staff**



■ Anglophone 118 ■ Francophone 20  
■ Allophone 1

## Employees Linguistic Profile

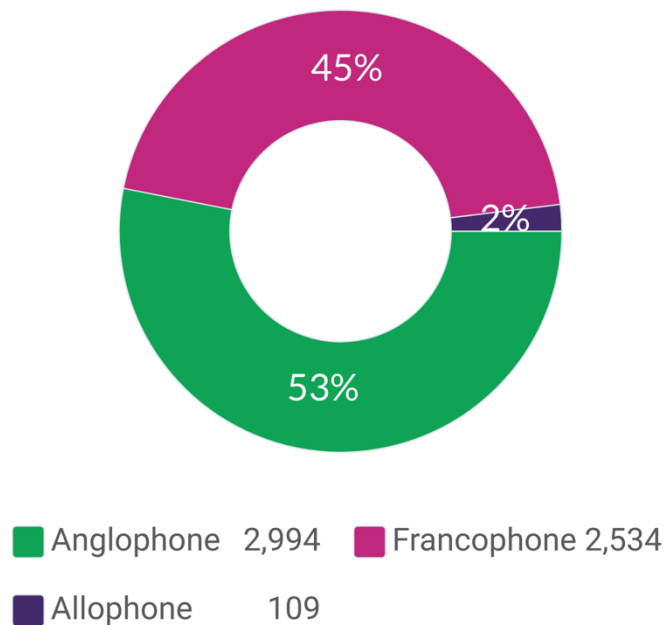
The total number of employees at the ESSB for the school year 2019–2020 was 387. Of these, 78% were Anglophones, 21% were Francophones and 1% were Allophones. Data for the 2020–2021 school year were not available.

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

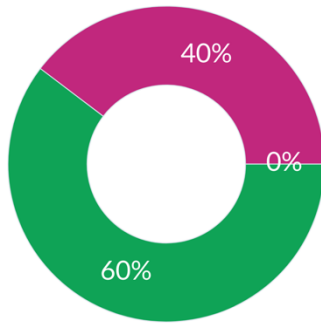
For the 2020–2021 school year, there were 5,637 children enrolled at the Eastern Townships School Board (ETSB). Of the 5,637 families which data were provided, the majority of families (53%) were categorized as Anglophone. Forty-five percent of families reported being Francophone and only 2% were Allophone.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



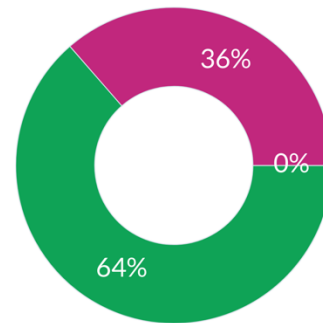
# Eastern Townships School Board 2020-2021

**Administration**



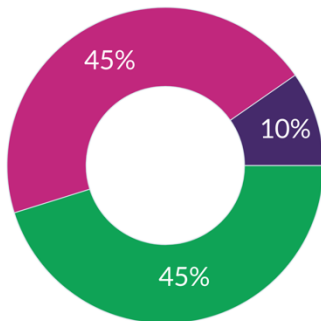
■ Anglophone 35 ■ Francophone 23  
■ Allophone 0

**Teachers**



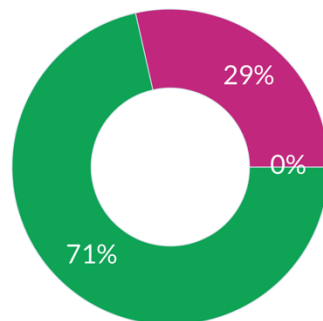
■ Anglophone 344 ■ Francophone 197  
■ Allophone 0

**Professionals**



■ Anglophone 14 ■ Francophone 14  
■ Allophone 3

**Staff**



■ Anglophone 233 ■ Francophone 93  
■ Allophone 0

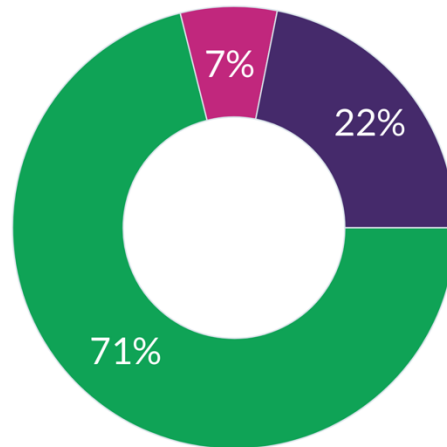
## Employees Linguistic Profile

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

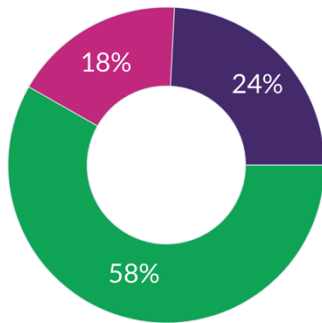
For the 2020–2021 school year, there were 20,227 children enrolled at the English Montreal School Board (EMSB). Of these, the majority of families (71%) were Anglophone. Seven percent of families were Francophone and 22% were Allophone. Data are based on the home language reported by families. Data for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



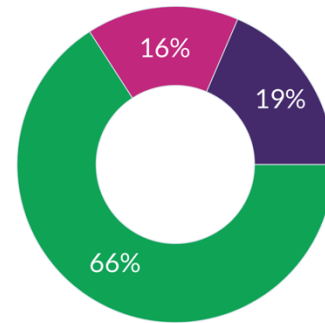
# English Montreal School Board 2020-2021

**Administration**



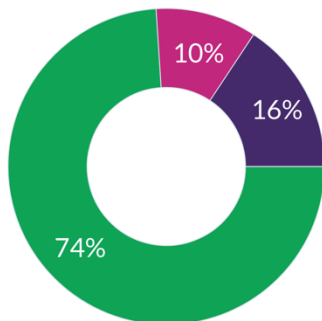
■ Anglophone 106 ■ Francophone 32  
■ Allophone 44

**Teachers**



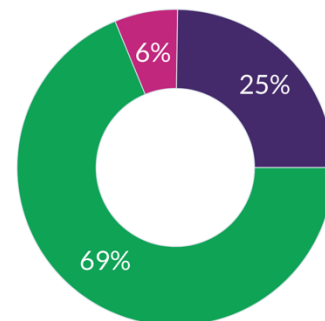
■ Anglophone 2,444 ■ Francophone 577  
■ Allophone 688

**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.

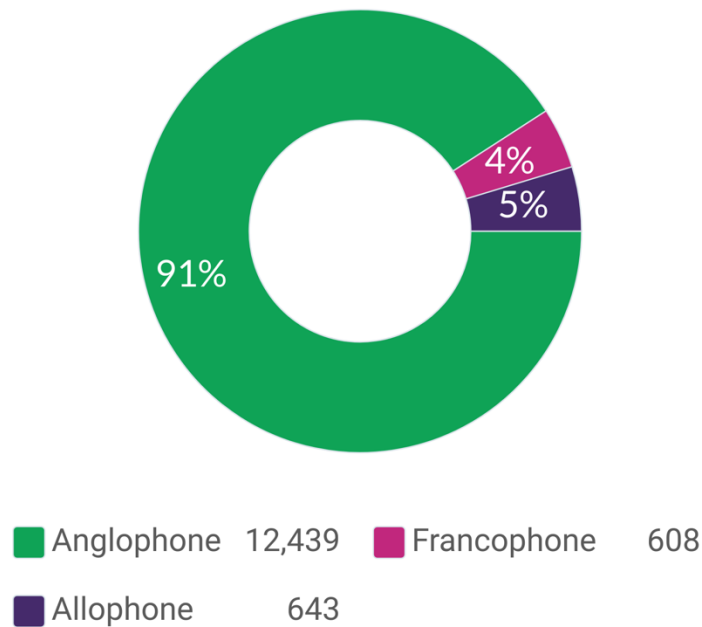
The distribution of employees' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to the school year 2020–2021 (less than a 3 percentage point change per language group between years, approximately).





## Lester B. Pearson School Board 2020-2021

### Families



#### Families Linguistic Profile

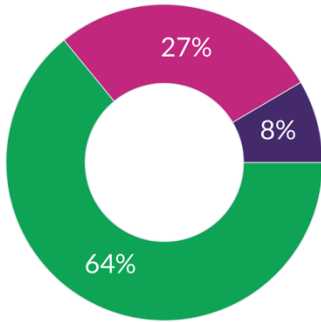
For the 2020–2021 school year, there were 19,662 children enrolled at the Lester B. Pearson School Board (LBPSB). Of the 13,690 families that provided data, the vast majority (91%) reported being Anglophone. Four percent of families reported being Francophone and 5% reported being Allophone. Data are 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).



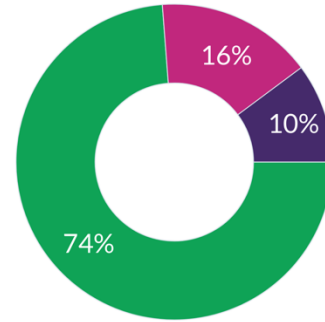
# Lester B. Pearson School Board 2020-2021

Administration



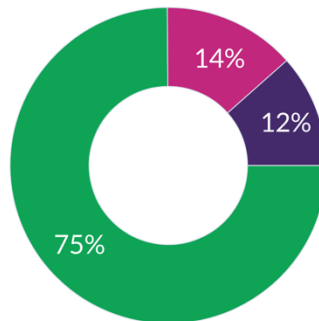
■ Anglophone 182 ■ Francophone 78  
■ Allophone 24

Teachers



■ Anglophone 2,590 ■ Francophone 562  
■ Allophone 358

Professionals

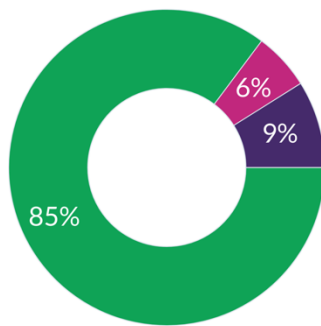


■ Anglophone 188 ■ Francophone 34  
■ Allophone 29



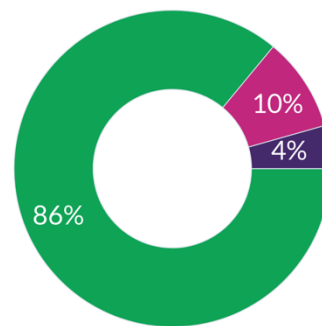
# Lester B. Pearson School Board 2020-2021

Staff



Anglophone 2,569 Francophone 176  
Allophone 269

Other



Anglophone 510 Francophone 57  
Allophone 26

## Employees Linguistic Profile

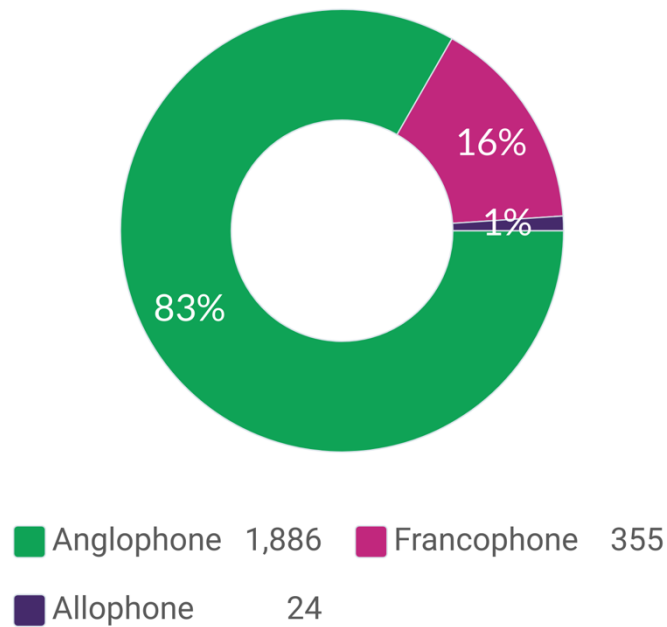
The total number of employees at the LBPSB for the school year 2020–2021 was 7,652. Data from other employees (e.g., caretakers, maintenance workers, etc.) were also provided. Out of all employees, 79% were Anglophones, 12% were Francophones and 9% were Allophones. Data were based on the mother tongue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

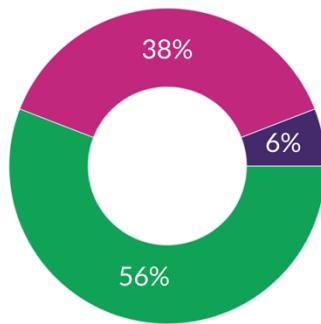
For the 2020–2021 school year, there were 3,735 children enrolled at the New Frontiers School Board (NFSB). Of the 2,265 families that provided data, 83% were Anglophone, 16% were Francophone and 1% were Allophone. Data are based on the language spoken at home reported by families.

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).



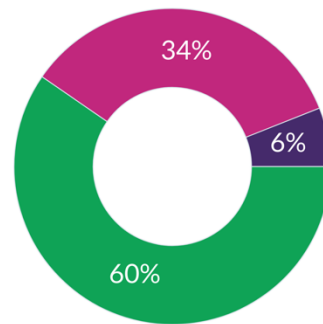
## New Frontiers School Board 2020-2021

**Administration**



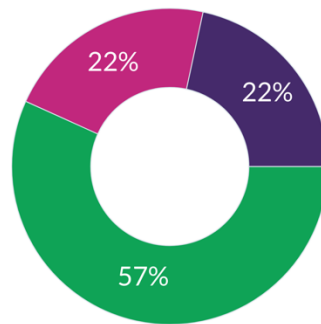
■ Anglophone 19 ■ Francophone 13  
■ Allophone 2

**Teachers**



■ Anglophone 307 ■ Francophone 177  
■ Allophone 31

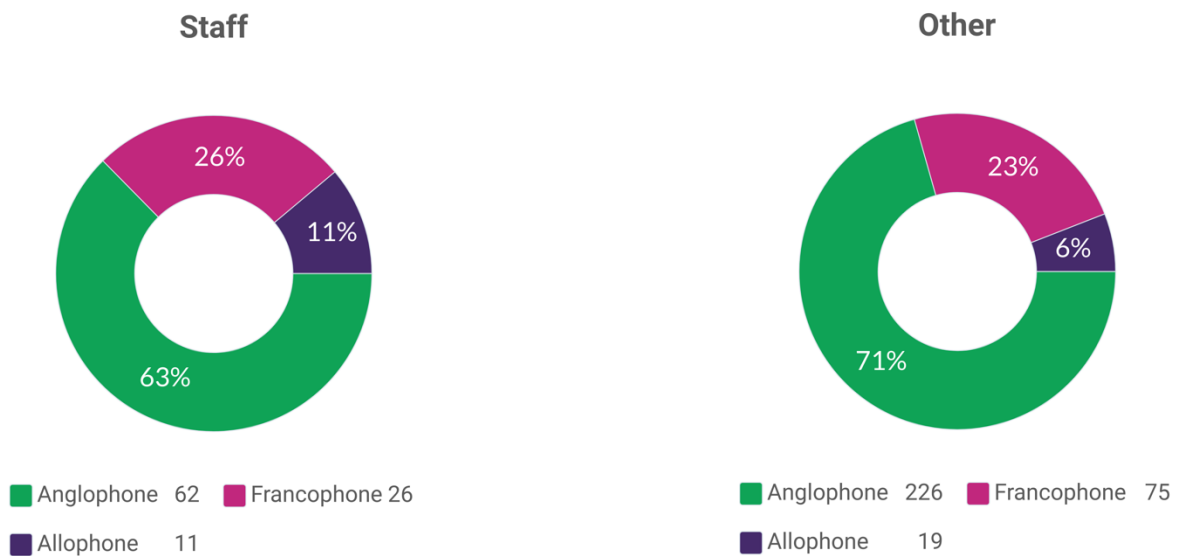
**Professionals**



■ Anglophone 21 ■ Francophone 8  
■ Allophone 8



# New Frontiers School Board 2020-2021



## Employees Linguistic Profile

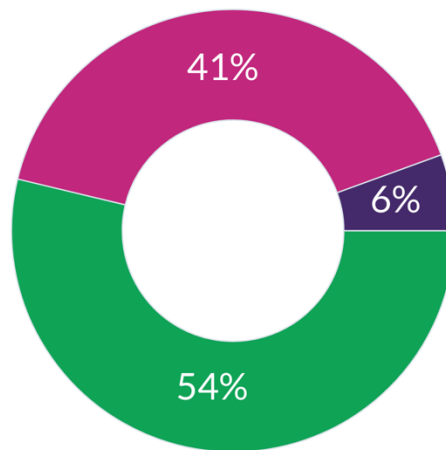
The total number of employees at the NFSB for the school year 2020–2021 was 1,005. Data from other employees (e.g., daycare providers, student supervisors, attendants, etc.) were also provided. Out of all employees, 63% were Anglophones, 30% were Francophones and 7% were Allophones. Data were based on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



■ Anglophone 4,925 ■ Francophone 3,727  
■ Allophone 510

#### 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.

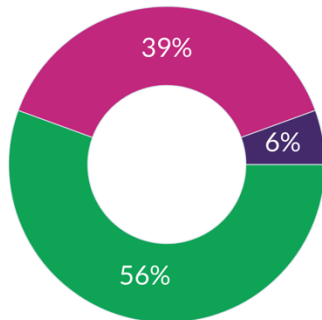
The distribution of families' language backgrounds from the school years 2018–2019 and 2019–2020 showed a similar trend to data from the 2020–2021 school year (less than a 6 percentage point change per language group between years, approximately).

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



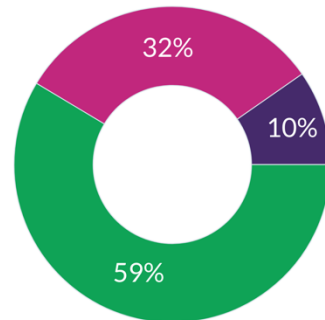
## Riverside School Board 2020-2021

**Administration**



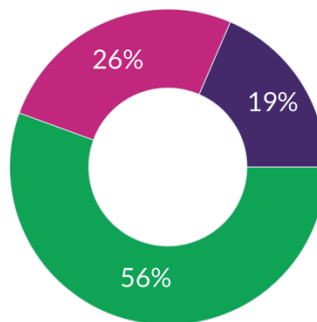
■ Anglophone 40 ■ Francophone 28  
■ Allophone 4

**Teachers**



■ Anglophone 628 ■ Francophone 340  
■ Allophone 104

**Professionals**

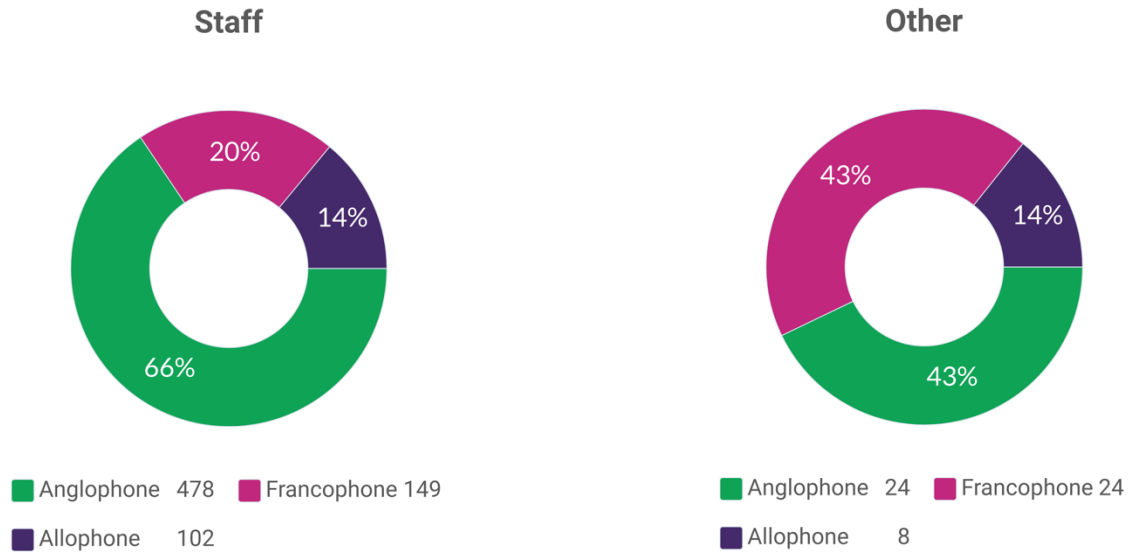


■ Anglophone 45 ■ Francophone 21  
■ Allophone 15





## Riverside School Board 2020-2021



### Employees Linguistic Profile

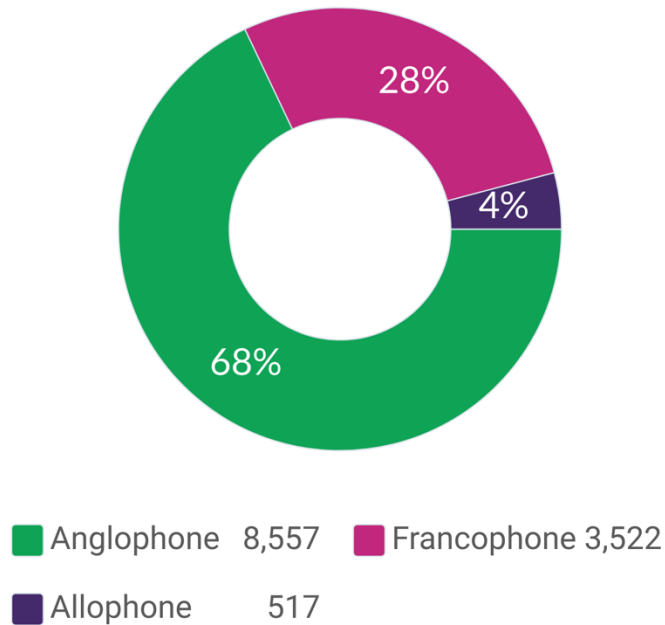
The total number of employees at the RSB for the school year 2020–2021 was 2,010. Data from other employees (e.g., maintenance workers, caretakers, etc.) were also provided. Out of all employees, 60% were Anglophones, 28% were Francophones and 12% were Allophones.

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

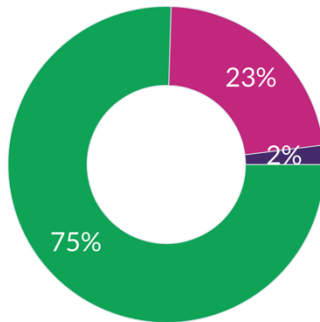
For the 2020–2021 school year, there were 12,596 children enrolled at the Sir Wilfrid Laurier School Board (SWLSB). Of these, the majority of families (68%) were Anglophone. Twenty-eight percent of families reported being Francophone and 4% of families reported being Allophone. Data for families represent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



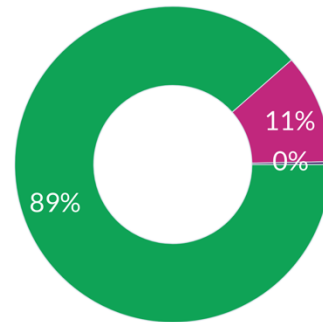
# Sir Wilfred Laurier School Board 2020-2021

Administration



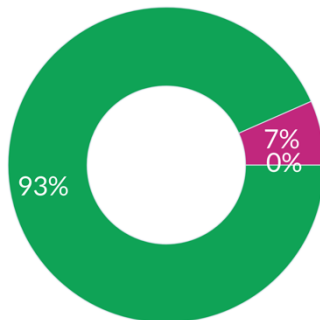
Anglophone 77 Francophone 23  
Allophone 2

Teachers



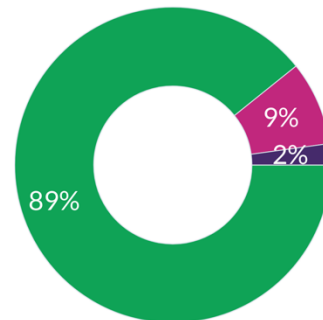
Anglophone 1,549 Francophone 196  
Allophone 5

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



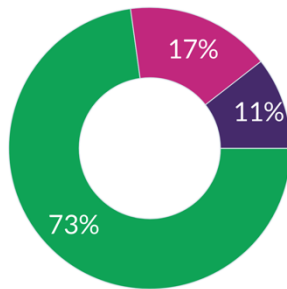
### Regional Area

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



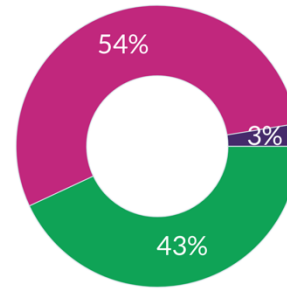
## School Boards Combined Data Families

**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

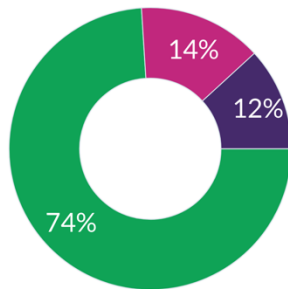
Data from the **Greater Montreal Area** from the School year 2020–2021 showed that most families whose children are enrolled in these school boards are Anglophone (73%), followed by Francophone (17%) and Allophone (11%) families.

**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.



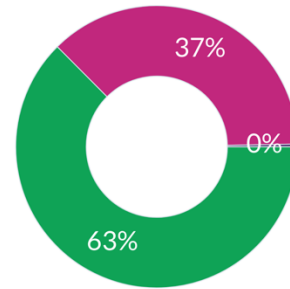
## School Boards Combined Data Employees

**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, 2022**

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION /  
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC  
FINANCIAL STATEMENTS  
JUNE 30, 2022**

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Statement of Operations	5 - 6
Statement of Changes in Net Assets	7
Statement of Cash Flows	8
Notes to Financial Statements	9 - 14
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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, 2022, 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, 2022, 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*<sup>1</sup>

Montreal, November 17, 2022

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<sup>1</sup> By CPA auditor, public accountancy permit No. A139139



**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**STATEMENT OF FINANCIAL POSITION**  
**AS AT JUNE 30, 2022**

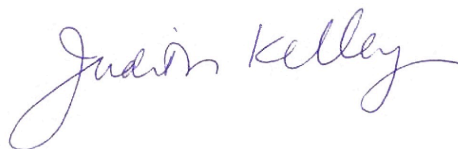
	2022 \$	2021 \$
<b>ASSETS</b>		
Current		
Cash	235,058	40,580
Short-term investments (Note 4)	250,000	655,000
Accounts receivable (Note 5)	104,806	86,323
Prepaid expenses	61,967	34,936
	<b>651,831</b>	816,839
Investment, at cost (Note 6)	7,000	8,000
Capital assets (Note 7)	9,267	15,235
	<b>668,098</b>	840,074
<b>LIABILITIES</b>		
Current		
Accounts payable and accrued liabilities	173,505	334,448
Deferred revenue (Note 8)	173,815	147,269
	<b>347,320</b>	481,717
K.D. Sheldrick Bursary	3,000	3,000
	<b>350,320</b>	484,717
<b>NET ASSETS</b>		
Invested in capital assets	9,267	15,235
Unrestricted	308,511	340,122
	<b>317,778</b>	355,357
	<b>668,098</b>	840,074

Commitments (Note 10)

Approved by,



, President



, Vice-president

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**STATEMENT OF OPERATIONS**  
**YEAR ENDED JUNE 30, 2022**

	2022 \$	2021 \$
<b>Revenues (Appendix A)</b>		
Membership fees (Note 9)	841,200	841,200
Reimbursement of salaries	61,754	84,642
Other revenues	26,228	-
Canadian Heritage grant	22,625	67,875
Sales taxes recovery	16,146	33,562
Reimbursement of expenses - other associations	12,000	12,000
School Board legal defense	10,000	-
Reimbursement of professional fees - grievances	9,152	2,021
Interest	2,615	5,453
English Public School Promotion	-	548,315
Arbitration administration fees - CPNCA	-	5,000
	<b>1,001,720</b>	<b>1,600,068</b>
<b>Expenses (Appendix A)</b>		
Salaries	564,239	521,211
Rent	74,846	72,604
Fringe benefits	62,992	59,644
Memberships, subscriptions and registration fees	33,425	24,195
Honorariums - officers	30,900	35,785
Legal fees - regular	27,642	5,058
Accounting and audit fees	25,199	24,950
Service agreement - FCSQ	15,000	10,000
Travel - staff	12,301	748
Office expenses	11,972	11,048
Postage, telephone and telecommunication	11,289	10,308
Amortization of capital assets	9,192	7,971
Professional fees - grievances	9,152	2,021
Insurance	8,609	7,364
Professional fees	6,622	10,776
Commissioner development	5,755	4,659
Arbitration and negotiation	5,276	10,683
Communications and promotions	3,138	4,658
Travel - directors	640	197
Association conference and general meetings	593	-
	<b>918,782</b>	<b>823,880</b>
<b>Excess of revenues over expenses</b>	<b>82,938</b>	<b>776,188</b>

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**STATEMENT OF OPERATIONS**  
**YEAR ENDED JUNE 30, 2022**

	<b>2022</b>	2021
	<b>\$</b>	<b>\$</b>
Other expenses		
School Board legal defense	<b>43,939</b>	296,719
Strategic planning and branding	<b>76,578</b>	43,357
English Public School Promotion	-	548,315
Canadian Heritage grant - researcher fees	-	5,900
	<b>120,517</b>	894,291
Deficiency of revenues over expenses	<b>(37,579)</b>	(118,103)



**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**STATEMENT OF CHANGES IN NET ASSETS**  
**YEAR ENDED JUNE 30, 2022**

	Invested in capital assets \$	Unrestricted \$	2022 Total \$	2021 Total \$
Balance, beginning of year	15,235	340,122	<b>355,357</b>	473,460
Deficiency of revenues over expenses	(5,968)	(31,611)	<b>(37,579)</b>	(118,103)
Balance, end of year	9,267	308,511	<b>317,778</b>	355,357

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**STATEMENT OF CASH FLOWS**  
**YEAR ENDED JUNE 30, 2022**

	2022 \$	2021 \$
Operating activities		
Deficiency of revenues over expenses	(37,579)	(118,103)
Non-cash item:		
Amortization of capital assets	9,192	7,971
	(28,387)	(110,132)
Net change in non-cash items related to operating activities	(178,911)	(409,272)
	(207,298)	(519,404)
Investing activities		
Acquisition of capital assets	(3,224)	(14,513)
Disposition of investment	405,000	1,000
	401,776	(13,513)
Increase (decrease) in cash and cash equivalents	194,478	(532,917)
Cash and cash equivalents, beginning of year	40,580	573,497
Cash and cash equivalents, end of year	235,058	40,580

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, 2022**

**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. Change in accounting policy**

The Association has adopted the amendments to FINANCIAL INSTRUMENTS, Section 3856, relating to the recognition of financial instruments originated or exchanged in a related party transaction.

Under these new requirements, such a financial instrument is initially measured at cost, which is determined depending on whether the instrument has repayment terms. If it does, cost is determined using its undiscounted cash flows, excluding interest payments, less any impairment losses. Otherwise, its cost is determined using the consideration transferred or received by the Institute. Subsequent measurement is based on how the instrument was initially measured. In general, a financial instrument is subsequently measured at cost less any reduction for impairment, or at fair value.

According to the transition provisions, such financial instruments that exist at the date these amendments are applied for the first time, i.e. July 1, 2021, are measured as follows. The cost of an instrument that has repayment terms is determined using its undiscounted cash flows, excluding interest and dividend payments, less any impairment as at the beginning of the earliest comparative period, i.e. July 1, 2020. The cost of an instrument that does not have repayment terms is deemed to be its carrying amount in the Association's financial statements, less any impairment, as at the same date. The fair value of an instrument that is an investment in shares quoted in an active market is determined as at the same date.

The adoption of this new requirement had no impact on the Association's financial statements.

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION  
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022**

**3. Significant accounting policies**

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

**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 conference revenues and are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

**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:

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

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION  
ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2022**

**3. Significant accounting policies (continued)**

**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**

**Initial measurement**

The Association initially measures its financial assets and liabilities originated or exchanged in arm's length transactions at fair value. Financial assets and liabilities originated or exchanged in related party transactions, except for those that involve parties whose sole relationship with the Association is in the capacity of management, are initially measured at cost.

**Subsequent measurement**

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

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

**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.

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**3. Significant accounting policies (continued)**

**Use of estimates**

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the amounts recognized as revenues and expenses for the periods covered. Actual results may differ from these estimates.

**4. Short-term investments**

Guaranteed Investment Certificates (GICs) in the amount of \$250,000 bearing interest at 0.91%, maturing on December 7, 2022.

**5. Accounts receivable**

	2022	2021
	\$	\$
Grievances receivable	16,473	17,504
Interest receivable	605	1,792
Other receivable	-	833
Sales taxes receivable	87,728	66,194
	<b>104,806</b>	<b>86,323</b>

**6. Investment, at cost**

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

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 6 years.

**7. Capital assets**

	2022		2021	
	Cost	Accumulated amortization	Net book value	Net book value
	\$	\$	\$	\$
Furniture and fixtures	18,085	9,624	8,461	12,046
Computer equipment	7,050	6,244	806	3,189
	<b>25,135</b>	<b>15,868</b>	<b>9,267</b>	<b>15,235</b>

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

**8. 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:

	2022 \$	2021 \$
Deferred revenue beginning of year	147,269	177,434
Deferred during the year	966,839	980,552
Recognized as revenue during the year	(940,293)	(1,010,717)
	173,815	147,269

**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 year aggregate to \$60,774.

The commitments of the Association under equipment leases maturing on July 8, 2024 aggregate to \$5,088. The instalments over the next two years are the following:

	\$
2023	2,544
2024	2,544
	5,088

**QUEBEC ENGLISH SCHOOL BOARDS ASSOCIATION**  
**ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2022**

## **11. Related party transactions**

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

	<b>2022</b>	<b>2021</b>
	<b>\$</b>	<b>\$</b>
Membership fees paid to an association with board members in common	<b>11,576</b>	11,025
Honorariums paid to directors	<b>30,900</b>	33,400

These transactions were carried out 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.

Payables were measured at cost, determined using their undiscounted cash flows. No difference resulted from these transactions.

## **12. Financial instruments**

### **Financial risks**

The significant risks arising from financial instruments to which the Association is exposed as at June 30, 2022 are detailed below.

### **Liquidity risk**

Liquidity risk is the risk that the Association 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 0.91% and are consequently exposed to interest rate risk should the market rate increase.





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

**NEWS RELEASE**

**FOR IMMEDIATE DISTRIBUTION**

**QESBA excluded from Bill 96 parliamentary hearings**

MONTREAL, JULY 6, 2021 – The Quebec English School Boards Association (QESBA) deplores the fact that it has been excluded by the government of Québec for the parliamentary committee hearings on Bill 96: An Act respecting French, the official and common language of Québec, despite having requested in writing to participate.

The hearings are set to begin in August and only a select group of associations and individuals have been invited to present. QESBA represents the nine English language school boards in Québec, which will be directly impacted by certain elements of the sweeping amendments to the Charter of the French Language proposed by the CAQ government. The exclusion of the QESBA is particularly surprising since school boards are one of the very few public institutions exclusively managed and controlled by the English-speaking community.

“This is yet another effort by this government to exclude the minority language education community from actively participating in a democratic exercise that will directly impact our institutions,” said QESBA President Dan Lamoureux.

“We have written a second time to Minister Simon Jolin-Barrette and the three other parliamentary leaders in an effort to be properly heard on this legislation,” concluded the President.

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.

-30-

Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894



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

Montréal, August 17, 2021

**Letter sent to the Party leaders in the 2021 Federal Election**

Dear Mr./Mrs.,

At the start of the federal election campaign, the Quebec English School Boards Association (QESBA) is writing open letters to the leaders of all parties with representation in the House of Commons to seek their positions regarding a number of issues of major importance to the English-speaking Community of Quebec.

The QESBA represents the nine English school boards in the province. Our boards are responsible for 340 schools and adult centres with roughly 100,000 students and over 20,000 employees. Although concentrated in the Greater Montreal area, there are English schools in every administrative region of Québec, and in most federal ridings in the province. Our Association has long been involved in public policy issues in education and in the area of the protection of minority-language rights. Most recently, the nine English school boards and the QESBA have undertaken a Constitutional challenge, based on section 23 of the Canadian Charter of Rights and Freedoms, of Québec's Bill 40 which reforms educational governance by abolishing school boards. A judgement on the merits is pending from the Quebec Superior Court.

As you are aware, the Government of Québec recently tabled Bill 96, *An Act respecting French, the official and common language of Québec* in the Quebec National Assembly. There are several aspects of this bill which have national implications and which are of grave concern to our community.

Your responses, and those of all the federal party Leaders, to the questions which follow will be widely shared within our network.

### Constitutional Amendment

Section 159 of Bill 96 proposes to unilaterally amend the Constitution Act 1867 by adding sections:

- 90Q.1. Quebecers form a nation.
- 90Q.2. French shall be the only official language of Quebec. It is also the common language of the Quebec nation.

The Constitutional implications for the English-speaking minority of Quebec of this are not clear. However, it is unlikely that such an amendment would be benign. In fact, Québec Justice Minister Simon Jolin-Barrette has stated on number of occasions that the proposed amendments will have a Constitutional impact. The proposed section 90Q.2 appears to be incompatible with section 133 of the Constitution Act 1867 which provides for bilingualism in the Quebec legislature and in federal and Quebec courts.

**Question 1: What is the position of your party on the proposed unilateral amendment by Québec to the Constitution Act 1867 declaring that French shall be the only official language of Quebec?**

**Question 2: What is your interpretation of the impact of this proposed amendment on Section 133 of the Constitution Act 1867?**

### Use of the Notwithstanding Clause

Section 118 of Bill 96 integrates the federal notwithstanding clause directly into the Charter of the French Language and covers all the provisions of that Charter.

Sections 199 and 200 of the Bill stipulates that all the other provisions of Bill 96 apply notwithstanding respectively the Quebec and federal charters of rights and freedoms.

This pre-emptive, blanket use of the notwithstanding clause contained in the Canadian Charter of Rights and Freedoms shields the modifications proposed in Bill 96 from virtually any judicial challenge. We are seeing a use of these exceptional measures with a degree of nonchalance not thus far seen in the country.

**Question 3. What is the position of your party on this pre-emptive use of the Canadian Charter's notwithstanding clause thereby shielding Bill 96 from any judicial challenge, including those aspects which have national consequences?**

### Language Knowledge of Judges

Section 12 of Bill 96 stipulates that judges appointed by the Government of Québec cannot be required to have a knowledge of a language other than French unless the Minister of Justice of Québec and the Minister of the French Language consider that the exercise of their office requires such knowledge (and only after all reasonable means have been taken to avoid requiring the knowledge of another language).

This section has the potential, in practical terms, to reduce the ability of Quebec courts (including municipal courts) to hear cases in English, thereby making access to justice for English-speakers more difficult. Furthermore, once again, on the face of it this section seems to be incompatible with section 133 of the Constitution Act 1867 which allows for the unfettered use of English in Québec courts.

**Question 4: What is the position of your party regarding the proposed restrictions on the knowledge of English for judges appointed by the Government of Québec?**

Although Bill 96 is a proposed piece of provincial legislation, its potential national ramifications warrant clear answers from federal parties during the election campaign. We hope to receive your response in a timely fashion, allowing Quebecers and indeed all Canadians to benefit from this information in order to make an informed choice before they cast their ballots for their local Member of Parliament on September 20<sup>th</sup>.

Sincerely,



Dan Lamoureux  
President

cc: Russell Copeman, Executive Director, QESBA  
Kim Hamilton, Director of Communications and Special Projects, QESBA



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

NEWS RELEASE

FOR IMMEDIATE DISTRIBUTION

### **QESBA seeks answers from all federal Leaders during election campaign**

MONTREAL, WEDNESDAY, AUGUST 18, 2021 – The Quebec English School Boards Association has submitted the same open letter to the leaders of all parties with representation in the House of Commons to seek their positions regarding a number of issues of major importance to the English-speaking Community of Quebec.

The QESBA has long been involved in public policy issues in education and in the area of the protection of minority-language education rights. The latest CAQ Bill 96 infringes on the community's Constitutional Rights, so much so, that the government has used the notwithstanding clause to ensure that the courts have no power to strike it down.

“Although Bill 96 is a proposed piece of provincial legislation, its potential national ramifications warrant clear answers from federal parties during the election campaign,” said QESBA President Dan Lamoureux.

“The questions will hopefully allow English Quebecers and indeed all Canadians to benefit from this information in order to make an informed choice before they cast their ballots for their local Member of Parliament on September 20,” concluded the President.

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.

-30-

Source: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894



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

NEWS RELEASE

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### **Quebec's Back to School Plan needs to protect students and staff**

MONTREAL, AUGUST 24, 2021 – The Quebec English School Boards Association (QESBA) hopes the Minister of Education, Jean-François Roberge will adjust his back to school plan in an effort to adequately protect the students and population we serve, our staff and their families while maintaining appropriate educational services.

Our nine English school boards have autonomy to act in the best interest of the health and safety of our students, staff and their families and are currently examining their own back to school plan and policies regarding the COVID 19 pandemic.

“Pandemic related health and safety measures should vary depending on the epidemiological situation in each health region. Procedural masks should be worn in all common areas of all schools and centres, including classrooms and in school daycare, where the epidemiological situation warrants. Furthermore, the importance of adequate air quality in classrooms must be assured with appropriate mitigation measures as needed,” said QESBA President Dan Lamoureux.

“Clear protocols are required on how to respond to positive cases in schools. These protocols may be different in high schools and adult centres, where students are eligible to be vaccinated, and elementary schools. The Government of Québec should authorize the administration of vaccines to anyone born in 2009. We know that the start of the new school year will be another challenging one. Working with our partners, we are working to ensure that our students and staff will return to school in the most secure learning environment concluded the President.

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

FOR IMMEDIATE DISTRIBUTION

September 8, 2021

## **Statement from the QESBA**

“As the association of English school boards, the QESBA advocates for a thriving English school system and for the defence of the Constitutional rights of our community to control and manage that system. We also recognize the critical importance of the necessary French-language skills to enable our students to be full participants in Québec society.

The question of Québec as a nation is not within our purview. The QESBA will be appearing before the National Assembly Committee on Culture and Education during their hearings on Bill 96. We will be making representations on the educational issues in Bill 96, on the pre-emptive use of the notwithstanding clauses and on the unilateral amendment to the Canadian Constitution declaring that French is the only official language of Québec.”

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-30-

Source: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894



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

NEWS RELEASE

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### **QESBA presents on Bill 96**

QUÉBEC CITY, SEPTEMBER 23, 2021 – The Québec English School Boards Association (QESBA) presented its brief and position on Bill 96: An Act respecting French, the official and common language of Québec to the Parliamentary Committee on Culture and Education.

The Association presented a measured brief on the sweeping language legislation that has become largely divisive across Québec. QESBA spoke mostly about education-specific issues such as the new three-year cap on temporary stays, language of communication and, of course, the blanket use of the notwithstanding clause among others.

“QESBA and the nine English language school boards it represents have been pioneers in the development and instruction of French immersion programs to ensure that the students we teach are prepared to contribute to and participate in Québec’s society,” said QESBA President Dan Lamoureux.

“We also maintain that there is no reason to amend the temporary stays for foreign nationals that would cap the eligibility certificates to three years. Currently foreign nationals can reapply for an extension after three years. Bill 96 removes the option for extension. With this new provision we may not have seen U.S. Vice-President Kamala Harris spend five years and graduate from Westmount High School when her mother, Dr. Shyamala Gopalan Harris, a breast-cancer scientist originally from Chennai, India, brought Harris and her sister, Maya, to Montreal in the 1970s when she took a job teaching at McGill University and doing research at the Jewish General Hospital. This talented researcher might not have accepted this position if told her children could not benefit from a bilingual education in Québec,” continued the President.



“The other very important element is, once again, the blanket use of the notwithstanding clause on Bill 96, which makes it impossible to challenge the bill in court. The spirit of the notwithstanding clause was to be used exceptionally and attached to a timeline. Quebec used it in the past when school boards changed from confessional to linguistic – that is using the notwithstanding clause appropriately,” concluded the President.

The full brief can be found at [www.qesba.qc.ca](http://www.qesba.qc.ca).

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Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894

News Release  
For immediate Distribution

## **QESBA launches new logo and website**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9  
514.849.5900  
1.877.512.7522  
F 514.849.9228  
qesba@qesba.qc.ca

qesba.qc.ca  

Montreal, October 20, 2021 – The Québec English School Boards Association (QESBA) is pleased to launch our new logo and website following a branding exercise.

QESBA embarked upon a detailed strategic plan, which included a component on re-branding the association logo and by default the website and all social media components.

“We are very pleased with our new logo and user-friendly website. QESBA has been around in one-way or another since 1929 and it’s timely to modernize the association externally and internally,” said QESBA President Dan Lamoureux.

“The three coloured fluid lines on the ‘Q’ represent our partners in education: school boards, parents/students and community,” concluded the president.

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  
514-919-3894

**NEWS RELEASE  
FOR IMMEDIATE DISTRIBUTION**

**English education network top achieving once again**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9

514-849-5900  
1-877-512-7522

F 514-849-9228

qesba@qesba.qc.ca

qesba.qc.ca

**MONTREAL, NOVEMBER 16, 2021** - The Quebec English School Boards Association (QESBA) is proud that our member school boards are, once again, among the top achievers in the province.

The Ministry of Education (MEQ) released last week the overall success rates across Québec for all public and private schools for all cohorts.

“We are proud of our system, where everyone is involved from the elected to administrators, professionals, support staff, parents and communities in ensuring the success of all of our youth. This is something the English minority community in Québec is recognized for and we are proud of,” said QESBA President Dan Lamoureux.

“We have recorded an average 87% success rate, an increase from last year. We continue to work toward improving that rate for the benefit of all of our students,” concluded the President.

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  
514-919-3894

**NEWS RELEASE  
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**Teacher collective agreement officially signed**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9  
514-849-5900  
1-877-512-7522  
F 514-849-9228  
qesba@qesba.qc.ca

qesba.qc.ca

**QUEBEC CITY, NOVEMBER 17, 2021** – The Quebec English School Boards Association (QESBA) is pleased to be participating in the signing of the teacher collective agreement today in Québec City.

Collective agreements in public education expired March 31, 2020 and all partners have been negotiating over the last two years to reach this important agreement.

“QESBA is very pleased to be present and participating in this very important day in public education,” said QESBA Executive Director Russell Copeman.

“As the employers, we need to underline the work that has gone into these agreements by all parties involved and the important relationship with the DGRT at the Ministry level that has helped us reach this agreement,” concluded the Executive Director.

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Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894

**NEWS RELEASE  
FOR IMMEDIATE DISTRIBUTION**

**QESBA deplores the blatant disregard for the English  
education community following the nomination of a new  
Assistant Deputy Minister**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9

514.849.5900

1.877.512.7522

F 514.849.9228

qesba@qesba.qc.ca

**MONTREAL, JANUARY 27, 2022** – The Quebec English School Boards Association (QESBA) was shocked to learn of the nomination of the sous-ministre adjointe au réseau éducatif anglophone, aux relations interculturelles et aux Autochtones at the Ministry of Education by the Québec Cabinet on January 26<sup>th</sup>.

The QESBA deplores how this appointment was handled and has serious concerns regarding the professional profile of the new appointee who has never worked in the primary, secondary, adult technical and vocational system at all in her career.

“Once again, this government has demonstrated no regard for our system or our community. There is a made in English Quebec sensibility that you can only understand by being a part of the community or having worked in our system,” said QESBA President Dan Lamoureux.

“Traditionally, QESBA and all of our partners have been on the front lines of helping to choose the Assistant Deputy Minister responsible for our education network. We find it unfortunate that, once again, this government shows such disregard for our expertise in English public education,” concluded the President.

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Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894

**NEWS RELEASE**

**FOR IMMEDIATE DISTRIBUTION**

**Teacher Appreciation Week**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9

514-849-5900

1-877-512-7522

F 514-849-9228

qesba@qesba.qc.ca

qesba.qc.ca



MONTREAL, FEBRUARY 9, 2022 – The Quebec English School Boards Association (QESBA) is pleased on behalf of its Board of Directors and elected and parent commissioners from across Quebec to recognize and thank each of the 8,000 plus dedicated individuals who teach in our classrooms across the province.

It is Teacher Appreciation Week, an important opportunity to recognize those who lead the way in nurturing and safeguarding Quebec's most precious investment – our students, more particularly over the last two years of this pandemic. Teachers in the English network are models of dedication; our collective 86% success rate is only one example of their tireless work and dedication.

"Education is constantly evolving, and the teachers in our network are essential innovators as they go above and beyond the call, on a daily basis in their classrooms and communities," said Dan Lamoureux, QESBA President. "We must be honouring and supporting our teachers year-round. Nonetheless, this is a moment for all Quebecers to recognize the importance of these committed individuals," concluded the President.

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Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894

**NEWS RELEASE**

**FOR IMMEDIATE DISTRIBUTION**

**Hooked on School Days**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9

514-849-5900

1-877-512-7522

F 514-849-9228

qesba@qesba.qc.ca

qesba.qc.ca



**Montreal, February 14, 2022** – The Quebec English School Boards Association (QESBA) is pleased to underline the importance of Hooked on School Days taking place February 14 – 19, 2022.

The Hooked on School Days campaign is intended to remind our dedicated students, parents, employees, and community stakeholders that they are all indispensable to ensure student success as we work together to surpass the outstanding 86% graduation rate in English school boards.

“Education belongs to the community, and this week highlights the importance of teamwork as we focus on supporting our students,” said QESBA President Dan Lamoureux. “School success is not a one-week effort. It is our daily commitment and our mantra to encourage, support, and ensure our students receive the best education and prepare them for the future.” concluded the President.

Please consult your local school board websites or social media for details on all activities being held this week across Québec.

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Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894

NEWS RELEASE  
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## **Bill 96, QESBA Disappointed with the Clause-by-Clause Study**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9

514-849-5900  
1-877-512-7522

F 514-849-9228  
quesba@quesba.qc.ca

quesba.qc.ca  

**Montreal, February 21, 2022** - The Quebec English School Boards Association (QESBA) is disappointed that the Government members appear primed to reject the possibility of a one-time renewal of the three-year temporary certificates for instruction in English, introduced in Parliamentary Committee last Thursday.

Speaking on behalf of the Government, Simon Jolin-Barrette, argued in favour of the limitation of three years by suggesting that any longer period might, eventually, qualify the student to become a rights holder for English education should they choose to become a Canadian citizen, and have children they could later enrol in an English public school. The Minister described the current situation as a “hole in the Charter of the French Language”.

Repeatedly questioned by MNA David Birnbaum, Simon Jolin-Barrette was incapable to quantify the number of cases of temporary certificates held by foreign nationals translating into permanent rights holders. If the proposed three-year limit is designed to plug a theoretical hole in the current Charter, there needs to be demonstrative proof of a problem.

“Despite his often-used phrase that nothing in Bill 96 negatively affects the rights of English-speaking Quebecers, the Minister seems unconcerned with the impact that this new three-year limit on temporary certificates, will have on the recruitment of foreign nationals here for temporary stays,” said QESBA President Dan Lamoureux.

The Parliamentary Committee has adjourned its work until February 22<sup>nd</sup>. QESBA is hopeful that the Government of Québec will reconsider its opposition to a



compromise position of a one-time renewal of the three-year temporary certificate. Fundamentally, as was demonstrated in the debates in Parliamentary Committee last Thursday, the Government's three-year limit is a "solution" in search of a hypothetical problem, which will have a negative impact on enrollment in the English education network.

*QESBA is the voice of English public education in Québec and represents 100,000 students in over 300 elementary, high schools, and adult and vocational centres across Québec.*

-30-

Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894  
E-mail : [khamilton@qesba.qc.ca](mailto:khamilton@qesba.qc.ca)

NEWS RELEASE  
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## Ukrainian Refugees

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9

514-849-5900

1-877-512-7522

F 514-849-9228

qesba@qesba.qc.ca

qesba.qc.ca

**Montreal, March 15, 2022** – The Quebec English School Boards Association (QESBA) is pleased that the government of Québec is prepared to welcome Ukrainian refugees “with open arms”, and English school boards are ready to do their part.

The QESBA is asking that the government of Québec consider offering humanitarian exemptions to some young Ukrainians arriving in Québec, where appropriate, giving them the opportunity to attend English public school.

“René Levesque and Camil Laurin ensured that there was a humanitarian clause for education in the English system in the Charter of the French language and this is a prime example of the use for such a provision,” said the President Dan Lamoureux.

“Some of these children undoubtedly have English as their second language and have already been through so much. The nine English school boards encourage the government to show compassion and let some of them attend our schools, on humanitarian grounds, where they will learn both French and English,” concluded the President.

*QESBA is the voice of English public education in Québec and represents 100,000 students in over 300 elementary, high schools, and adult and vocational centres across Québec.*

-30-

Information: Kim Hamilton  
Director of Communications and Special Projects  
514-919-3894

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**

185 ave Dorval Ave.  
Bureau/Suite 502  
Dorval QC H9S 5J9

514-849-5900

1-877-512-7522

F 514-849-9228

qesba@qesba.qc.ca

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**Montreal, June 22, 2022** – The Quebec English School Boards Association (QESBA) is proud to salute all of the talented, courageous and determined winners announced of 'Chapeau, les filles!' 2021-2022. 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: Dominique Di Libero, Cabinetmaking (DVS) Rosemount Technology Centre of the English Montreal School Board.

"Like so many of the contestants, Ms. Di Libero 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."

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:

Kimberley Hamilton  
Director of Communications and Special Projects  
514-919-3894 (cell.)