

**Quebec English School Boards Association (QESBA) and the
Association of Directors General of English School Boards of Quebec
(ADGESBQ)**

**Brief to the House Standing Committee on Official Languages' (LANG)
Study on the Minority-language Education Continuum**

Executive Summary

The Quebec English School Boards Association (QESBA) submits this brief to the House Standing Committee on Official Languages, in support of their study on the minority language education continuum. Our brief, prepared in cooperation with the Association of Directors General of English School Boards of Quebec (ADGESBQ), focusses on Quebec's public English primary and secondary education system. The QESBA provides a strategic policy perspective while the ADGESBQ's input is operational, implementing projects and services, including those funded through the *L'Entente Canada-Québec relative à l'enseignement dans la langue de la minorité et à l'enseignement des langues seconds* (the Entente). Our joint perspective is that of people entrusted to manage and control these institutions.

We note that English or French, official language minority schools face many of the same challenges. Attracting eligible students, maintaining a substantively equal educational experience for our students compared to the larger, and more numerous majority schools. Finding and retaining staff. Protecting our constitutional minority language education rights in the face of a reluctant or disinterested provincial government.

And whereas we appreciate the Government of Canada's assistance to Quebec to maintain our minority language system, the ability of the federal partner to use its spending power in this area of exclusive provincial jurisdiction is limited to the good will of the province. Quebec, like other provinces has an interest in centralization, and creating universal standards that do not easily accommodate minorities. Quebec is vigilant in protecting its constitutional jurisdiction, and by statute carefully controls relationships between provincial and federal bodies.

With respect to federal resources invested in minority language education, this brief advocates for improved transparency in the use of those funds, greater community involvement in decision-making, and an alignment of provincial policies with the unique needs of our public English education system. As the English systems guardians, we are on the outside looking in through fogged windows. We are not at the tables where policy and funding decisions that directly affect us take place. We are not at the table when the Governments of Canada and Quebec negotiate the agreement that supports our schools.

We have completed the Committee's questionnaire (at Annex A) on behalf of our nine school boards, providing a system-wide perspective.

Introduction

The *Quebec English School Boards Association (QESBA)* is a not-for profit organization representing the nine public English-language school boards in Quebec. Its primary purpose is to advocate for the shared needs, interests, and priorities among its members. The organization also plays a role in labour relations, representing the nine English School Boards for the purposes of consultation, development of HR guides and documents, working groups, grievances and negotiations. QESBA also represents the interests of school boards on various provincial working committees and at bargaining tables. Finally, in conjunction with the Ministry of Education, QESBA represents the employer in the coordination and orientation of the negotiation for the various provincial sectoral collective agreements. QESBA works closely with parents, educators, and school administrators, as well as with various levels of government and community stakeholders, to foster a collaborative approach in supporting English-language education in the province.

QESBA acts as a unified voice for English school boards on issues that affect their communities, employing strategies like active listening, critical analysis, and mobilization to represent its members effectively. The Association is guided by values that emphasize inclusivity, collaboration, educational excellence; a rights-based approach, which reinforces the organization's commitment to equity, diversity, and inclusion within the education system.

The QESBA is focused on creating educational value and leverages its unique capacity to empower the English-speaking community in Quebec. The Association strives to build mutual trust among its members and stakeholders, aiming for unity and purposeful action to enhance public English education across the province.

The Association of Directors General of English School Boards of Quebec (ADGESBQ) represents directors general and assistant directors general of the nine English school boards in Québec. Its mission is to influence the development of educational policies in the province and promote collaboration between school boards to advance education. ADGESBQ provides its members with resources and relevant information to support the improvement of the educational system.

The QESBA and ADGESBQ collaborate with the Ministry of Education to allocate a portion of the funding from the Canada-Quebec agreement (\$13M out of \$65M see Annexe G). This funding aims to address the needs of Québec's English school boards by enhancing the quality of minority-language education and second-language instruction. These funds help offset additional costs associated with adapting educational services for the linguistic minority.

However, challenges remain regarding the management and control of funds by English minority school boards to ensure they meet the community's identified needs. Addressing these issues is critical to maximizing the impact of this funding on education quality.

Our Students and the Community We Serve

Quebec and Minority Language Education Rights

The purpose of Section 23 of the Canadian Charter of Rights and Freedoms is to ensure the preservation and promotion of minority language communities across Canada through access to publicly funded education in their official language. This section provides constitutional protection for minority language education rights,

guaranteeing that members of Canada's French or English-speaking minority populations have access to schooling in their language where numbers warrant.

Section 23 rights remain equally important for Canada's English and French linguistic minority communities.

The objectives of Section 23 are to protect official language minority communities by ensuring access to education in their language, which helps sustain their cultural and linguistic identity. These rights help ensure that children in minority language communities have the same quality of education and opportunities as those in the majority language. They also facilitate the transfer of linguistic and cultural heritage from one generation to the next by providing a robust education system in the minority language. Why is this protection for English and French minorities considered so essential that it was Constitutionally entrenched?

First, it is an expression of the core Canadian value of linguistic duality, the recognition and coexistence of English and French as the country's two official languages. This principle is enshrined in the Canadian Constitution, including section 133 of the *Constitution Act, 1867*, and sections 16 to 23 of the *Canadian Charter of Rights and Freedoms*. Linguistic duality extends beyond legal obligations; it also supports the cultural expression of both English and French minority communities, fostering mutual respect and recognition of Canada's bilingual heritage.

The second reason is tied to the protection of English and French minority communities, long recognized in Canada's constitutional order.

A major driver of Confederation was the legislative deadlock between Canada West (mostly English speaking) and Canada East (mostly French speaking) within the legislature of the Province of Canada. One of the great achievements of the process leading to Confederation was federalism, the division of powers that accommodated linguistic, religious, cultural diversity and protected Quebec's unique identity that had been recognized as far back as the *Quebec Act, 1774*. The power of provincial legislatures - tools of majority power - were constrained by provisions like Section 93(2) of the *Constitution Act, 1867* guaranteed minority Catholic and

Protestant education rights. Note that in practice, these rights created schools where students could study in French and English, but did not protect the language of instruction. French instruction was restricted in Manitoba, Saskatchewan, and Ontario, as was eligibility to attend school in English in Quebec. The section 23 right was specific; protecting minority language instruction.¹

This historical perspective is important, because it demonstrates the role language rights play in the fabric of the compromise that brought and keeps Canada together.²

Our constitutional history defines English and French minority communities along provincial and territorial, not national lines. Those unfamiliar with the relationship between domestic and international law frequently point to the UN Human Rights Committee's split 1993 decision in *Ballantyne, Davidson, McIntyre v. Canada* to argue that the English community in Quebec is not a minority, but an extension of the Canadian English majority. This is a valid line of reasoning for the purposes of the application of international law to federated states but is *non pertinens* to the domestic legal status of the English community in Quebec, recognized as a minority within the Constitution, and federal and provincial laws like the *Charter of the French Language*.

Eligibility to attend an English public school in Quebec is not tied to the language of the parent or child. Section 23(1)(a) of the Charter, which extends the right for one's children to attend a minority language school to citizens of Canada, "whose first language learned and still understood is that of the English or French linguistic minority population," does not apply in Quebec.³ Section 23 rights are limited to

¹ Section 23 rights evolved from denominational school rights contained in the *Constitution Act, 1867*, which safeguarded the educational rights of *religious* minorities. We will recall that at the time of Confederation, schools were not secular, but a public service offered by religious faiths (Protestant and Catholic). In Quebec, the Catholic Church provided educational services to the French Catholic population. The Protestant system educated the English minority, and newcomers to the province. Recall that for newcomers, this was not a choice. Catholic schools in Quebec did not admit non-Catholics into its schools. Section 93 confers education jurisdiction to the province; but 93(1)-(4) limits that jurisdiction through guaranteeing rights to minority denominational schools.

² Scholars have noted that s. 23 is core to the "compromise that brought and keeps Canada together", which is why it is immune from section 33 of the Charter (the notwithstanding clause. See Sandilands, M., & Bennett, D. (2022). The Charter's federal spine: Why are certain Charter rights immune from the notwithstanding clause? *National Journal of Constitutional Law*, 43(2), 169–200.

³ This is by virtue of s. 59 of the *Constitution Act, 1982*, which provides that s. 23(1)(a) comes into effect only by proclamation authorized by the government of Quebec.

citizens who have received the majority of their primary school instruction in Canada in English,⁴ and to citizens of whom any child has received or is receiving primary or secondary school instruction in English in Canada.⁵

Recall that with the passage of the *Charter of the French Language* in 1977, parental choice to attend school in English in Quebec was curtailed. However, the right to enrol children in the English system was grandfathered for parents whose father or mother had attended school in English in Quebec prior to August 26, 1977. As a result, the English minority school system in Quebec is unique, insofar as it contains a sizable proportion of mother-tongue Francophone students, especially in the regions outside of Montreal.

The Government of Quebec's criteria for eligibility to attend a public school in English exceeds the Section 23 right. For example, there is a path for children with significant learning disabilities or who face exceptional family or humanitarian circumstances or who living in Quebec temporarily to obtain eligibility certificates to attend a public school in English.

Eligibility Numbers

For the purposes of this brief, the term eligibility refers to students who are eligible to attend public English schools in Quebec under the Section 23 right. The 2021 Canadian Census included five questions about the language of instruction on both the short and long forms. The main goal was to determine how many children are eligible for education in the minority official language, as defined in Section 23 of the Charter. The data gathered from these questions was combined with other census information, such as household relationships, and place of residence, to calculate the number of eligible children.

A child whose usual place of residence was Quebec on Census Day was considered eligible for instruction in English if at least one of the following criteria was met:

⁴ *Charter*, s. 23(1)(a).

⁵ *Charter*, s 23(2).

1. At least one parent of the child is attending or had attended an English-language school in Canada during their primary education;
2. The child is attending or had attended an English-language school in Canada during their primary or secondary education; or,
3. A brother or a sister of the child is attending or had attended an English-language school in Canada during their primary or secondary education.⁶

When interpreting the data that follows, readers should note the following points from Statistics Canada's *Instruction in the Minority Official Language Reference Guide*.⁷

“French immersion” programs were not considered “regular French” programs because they are second language programs offered in English-language schools. For example, a person who followed a French immersion program in Ontario and then moved to Quebec would be defined as having attended an English-language school.

A parent, child, brother, or sister was considered to have received education in the minority official language (English in Quebec, French elsewhere in Canada) if they completed at least one year of primary or secondary schooling in that language. This applies to individuals who reported such schooling at the primary or secondary level in Canada. Note that Quebec demands that a “major part” of a child, sibling, or parent’s elementary or secondary school education in English in Canada as criteria for a certificate of eligibility. This is consistent with section 23 jurisprudence.⁸ The effect of the one-year criteria is to add a slight inflationary effect to the overall number of eligible children.

⁶ *Eligibility for instruction in the minority official language*, Statistics Canada, November 30, 2022. <https://www12.statcan.gc.ca/census-recensement/2021/ref/dict/az/Definition-eng.cfm?ID=pop249> accessed October 4, 2024.

⁷ *Instruction in the Minority Official Language Reference Guide, Census of Population, 2021*, Statistics Canada, August 17, 2022, updated on November 30, 2022. <https://www12.statcan.gc.ca/census-recensement/2021/ref/98-500/017/98-500-x2021017-eng.cfm> accessed October 4, 2024.

⁸ *Nguyen v. Quebec (Education, Recreation and Sports)* 2009 SCC 47

A child was defined as a person who was younger than 18 on December 31, 2020. A “parent” was defined as the self-declared parent of a “child” on the census questionnaire. Stepparent or grandparent was not considered a “parent” for the purposes of the exercise. A “brother” or “sister” of a “child” was defined as an individual who shares at least one “parent” in common. Whereas a “child” is limited to an individual aged younger than 18 on December 31, 2020, there was no age restriction on their “brother” or “sister.” In the absence of both parents in the household, individuals who were self-declared as “brothers” or “sisters” of the child on the census questionnaire are considered their “brothers” and “sisters.”

Finally, note that section 23 rights are only available to Canadian citizens. For determining eligibility for instruction in the minority official language, the criteria were applied without considering the citizenship of the parent(s). While section 23 of the Canadian Charter refers to "Citizens of Canada," a question on citizenship is only asked in the long-form census, completed by 25% of households. Supplementary tables using this 25% sample considered parents' Canadian citizenship when applying the eligibility criteria. These tables are labelled to distinguish them from census products that do not factor in parent citizenship. See for example the *Eligibility for instruction in the minority official language by collapsed criteria of eligibility accounting for parents' citizenship: Canada, provinces and territories, census divisions and census subdivisions* table available [here](#). Note that there were 25 000 eligible children who's parents' citizenship could not be confirmed.

The Numbers

S.23 Eligibility for instruction in the minority official language	Children eligible for instruction in the minority official language	Percentage of total school-age population
Total - Age of child	303,835	18.1%
Under 1 year	13,145	16.5%
1 year	13,140	15.8%
2 years	13,530	16.1%
3 years	13,930	16.2%
4 years	14,625	16.3%
5 years	16,010	17.2%
6 years	16,760	17.8%
7 years	17,040	17.8%
8 years	17,365	17.8%
9 years	17,775	18.2%
10 years	17,715	18.0%
11 years	18,425	18.4%
12 years	18,860	18.9%
13 years	18,650	19.2%
14 years	18,310	19.6%
15 years	17,730	19.9%
16 years	17,380	20.4%
17 years	17,450	20.7%
18 years*	6,005	20.5%

Statistics Canada. Table 98-10-0534-01 Eligibility for instruction in the minority official language by age and gender: Canada, provinces and territories, census divisions and census subdivisions. *Note that the 18-year-old cohort is included in these numbers, but that students matriculate from secondary school at 17 in Quebec.

*S.23 Eligibility for instruction in the minority official language by eligibility criteria
(all ages 1-18)*

Children eligible for instruction in the minority official language	303,835
A parent attended an English-language primary school in Canada (Residents of Quebec)	198,950
The child attended an English-language primary or secondary school in Canada (Residents of Quebec)	183,500
A brother or sister attended an English-language primary or secondary school in Canada (Residents of Quebec)	172,480

Note: these figures include children who meet a single or multiple eligibility criteria.

Attendance

The following table was compiled from data held by the Banque de données des statistiques officielles sur le Québec.

2021-2022	Formation générale des jeunes			
	Préscolaire	Primaire	Secondaire	Sub Total
Commission scolaire Central Québec (881)	567	2,774	1,772	5,113
Commission scolaire Eastern Shores (882)	138	533	394	1,065
Commission scolaire Eastern Townships (883)	717	2,932	1,951	5,600
Commission scolaire English-Montréal (887)	1,917	8,912	7,537	18,366
Commission scolaire Lester-B.-Pearson (888)	1,887	9,403	8,098	19,388
Commission scolaire New Frontiers (889)	483	1,842	1,486	3,811
Commission scolaire Riverside (884)	912	4,753	3,588	9,25
Commission scolaire Sir-Wilfrid-Laurier (885)	1,507	6,352	4,954	12,813
Commission scolaire Western Québec (886)	779	3,826	3,348	7,953
Total	8,907	41,327	33,128	83,362

For the 2022-23 school year, there are 99 279 students attending English schools in Quebec, including preschool programs (which are not subject to eligibility certificates), and private schools. Public school primary and secondary attendance was 75 696 students. The potential number of eligible school-age students counted by Statistics Canada was 213,460 in 2021. This indicates that 63.5% of section 23 students in Quebec are not attending English school.

What the numbers tell us...

Section 23 eligibility data collected from Census 2021 indicates significant opportunity for the English minority school system. In the reference year (2021), there were 213,460 school aged children (6-17) eligible for instruction under the section 23 right. That same year, there were just under 76 000 students enrolled in English public primary and secondary schools.

Observers of the English school system in Quebec often express concern over the historical drop in enrolment, which they usually attribute to the adoption of the *Charter of the French Language* in 1977. There is little doubt that the legal requirement for foreign newcomers to Quebec, and majority parents who were not grandfathered to send their children to French schools has affected English school enrolment. The English system student population in the 1971-72 school year was 256,250 (preschool - secondary). This population dropped exponentially over the next 40 years, to 101,783 students in 2012, a 60.3% decline over the period compared to a 35.5% drop in the majority system.⁹

As mentioned, there are two identified limitations to the Census 2021 data. First, attendance for one-year in an English school in Canada triggered eligibility, which is not consistent with the jurisprudence. Second, the immigration status of parents was not parsed in the original data release. However, these data limitations have limited effect on the total number. The most reasonable explanation that explains the significant difference between section 23 eligibility and school enrolment is parental choice. A significant number of right-holding parents are choosing to send their children to majority schools.

⁹ *Indicateurs Linguistiques: Secteur de l'éducation Edition 2013*. Ministère de l'Éducation, du Loisir et du Sport, 2014.
https://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/statistiques_info_decisionnelle/PSG_indicateurs_linguistiques_2013.pdf accessed October 5, 2024.

Territory and access

It is a fact of life for minority language school boards that they cover more territory than their majority counterparts. Canadians have a unique sense of space, and sometimes we forget the challenges associated with governing over large areas. Annex E provides data on the size of territories served by English school boards in Quebec. Striking examples include the Central Quebec School Board with an area of 526 000 km², Eastern Shores with 331 000 km² and Western Quebec with just over 98 000 km². To put those numbers in perspective, France is 552 000 km², Norway 323 000 km², and Portugal 92 000 km². Combined, English school boards in Quebec administer schools spread over 1 000 000 km², the size of Egypt.

Quebec has 60 majority language school service centres, the English system, nine school boards. Minority language school leaders across Canada understand the challenges posed by our geography. Providing a substantively equal education experience in a minority language school is nearly impossible without extra support. Reflections of this include longer travel times for students, and difficulty in providing special education services. Imagine for example one speech pathologist serving a school population spread over the area of France!

These geographical challenges are an example of the unique challenges faced by the minority language schools. It is these types of unique challenges that the Government of Canada seeks to mitigate in helping provinces meet their section 23 obligations.

Governance

Education is a matter of provincial jurisdiction. As discussed, these legislative powers are constitutionally bounded to protect English and French (and in most provinces Protestant and Catholic) minorities. With respect to Section 23 of the Charter, provinces are obligated where numbers warrant to provide schooling in the minority language out of public funds, ensuring that education is of a standard comparable to that offered in the majority language. This includes establishing dedicated minority language schools and, where applicable, creating school boards

managed by the minority language community to oversee educational governance and administration. The size of Quebec's English minority population places us at the top end of this sliding scale of provincial obligation.

There is a long history of provinces and territories resisting these obligations, since it is these levels of government that are left to foot the bill and make accommodations within their education systems for the English and French linguistic minorities. This resistance is ongoing. English and French minority communities have a long history of fighting for these rights through the courts, and a tradition of mutual support for our Francophone counterparts in these cases. Litigation is expensive, and the cost of legal bills often exceeds the ability of individual communities to raise funds organically. The Court Challenges Program remains an important tool for the protection of section 23 rights.

In 2020, the Coalition Avenir Québec (CAQ) government passed Bill 40, which replaced elected school boards with service centres across the province. However, the QESBA challenged the law in court, and the Superior Court of Quebec issued an injunction suspending the application of Bill 40 to English school boards. In August 2023, the Quebec Superior Court ruled that significant portions of Bill 40, were unconstitutional as they violated the Section 23 rights of the English-speaking minority. The Government of Quebec has appealed this ruling, which is now before the Quebec Court of Appeals, which will hear the case in January 2025.¹⁰

As a result, while the name "school boards" is no longer used in the *Education Act*, English-language school boards continue to operate in Quebec. The structure ensures a degree of autonomy and community involvement in decision-making for English schools.

Unlike its French counterparts, English school boards continue to have school board elections every four years to elect commissioners for its nine school boards representing the interests of the school board and its local wards. This democratic right allows for the voice of the English-speaking community to have a voice and

¹⁰ Other provincial legislation like Bill 21 the *Act respecting the laicity of the State* also infringes upon the section 23 right of management and control of minority schools.

the ability to better identify and meet local needs and exercise the Constitutional right to manage and control their minority language education institutions. We believe that this democratic right must be preserved as it ensures the vitality of our culture and identity.

This brief will not go into detail on Section 23 rights, which have been well covered by other witnesses, and are well known by members of this Committee.

Needs of the English Education System in Quebec

The annexed document (Annex H) prepared by the ADGESBQ outlines key challenges and funding priorities faced by English-language school boards. It highlights critical issues such as equitable access to education, staff recruitment and retention, access to specialized services, and professional development. Additionally, the document emphasizes the need for improved vocational training opportunities, updated infrastructure, and enhanced support for students with special needs.

English speakers in Quebec have historically low rates of participation in vocational training (VT) programs and occupations. Unique to Quebec, these adult programs remain a sector of our school boards within the education continuum. Data gathered by the Provincial Employment Roundtable (PERT) indicates that roughly 6.2% of English Speakers in Quebec have a vocational education diploma, compared to 13.2% of French speakers. Territorial disparities of available VT centers, awareness, and uptake English-language VT programs are a challenge. The resulting regional disparities in access to English-language VT programs in Quebec can prompt students to move away from their communities, often towards urban centres where there are more English language educational options are available.

In addition, English speakers face an unemployment rate of 8.9%, which is two percentage points higher than the unemployment rate of French speakers (6.9%). The rates of pervasive cycle of poverty in the English-speaking community is also higher than the French-speaking community.

To address these challenges, the document suggests targeted funding increases for initiatives like community learning centers (CLCs), adult and vocational education programs, and recruitment efforts. It also stresses the importance of research on effective teaching practices, inclusion models, and student success strategies. The proposed solutions aim to strengthen the English-language educational network, ensuring sustainability, accessibility, and long-term community vitality. Unfortunately, many of these priorities were found to be inadmissible by Quebec's Ministère de l'Éducation, as they did not align with their strategic plan orientations.

Under the QESBA's leadership, English community stakeholders assembled to hold the Community + Action + Resolve = Education (CARE) Conference on September 25-26, 2024, in Montreal. The steering committee united various contributors from the English-speaking community including ADGESBQ, administrative associations, parent associations, union representatives and community organizations. With funding from the Governments of Canada and Quebec, the conference strengthened the link between the education community and the wider English language minority community it serves, shared knowledge, and developed innovative ways to make the public English education system more effective. A comprehensive report with recommendations emanating from the CARE Conference is expected early in 2025.

Federal Support to English Minority Education in Quebec

One of the realities that sets English-speaking Quebec apart is that we often find ourselves affected by the unique Canada-Quebec relationship, and Quebec's statutory obligation to protect its constitutional jurisdiction and the integrity of its institutions.¹¹

Although education is a matter of provincial jurisdiction, the Government of Canada financially assists provinces meet their section 23 obligations, primarily through the Minority Language Education Component of the Department of Canadian Heritage's Development of Official-Language Communities Program. Two of the four funding opportunities through this component can benefit English-speaking Quebec: the

¹¹ See Division II, section 3.5 of an *Act respecting the Ministère du Conseil exécutif*.

Intergovernmental Cooperation on Minority Language Education; and the Cooperation with the Non-Governmental Sector subcomponent.

The Intergovernmental Cooperation on Minority Language Education supports provincial and territorial governments, either directly or through the Council of Ministers of Education, Canada (CMEC), in ensuring that members of the English-speaking minority in Quebec and the French-speaking minorities outside Quebec have access to education in their own language. This initiative also promotes cultural enrichment by fostering exposure to and appreciation of their cultural heritage.

The Government of Canada and the Council of Ministers of Education, Canada (CMEC) - its key partner in federal education initiatives - enter into a four-year protocol for agreements. Based on this protocol, multi-year agreements with action plans are negotiated with each provincial and territorial government for minority language education. Additionally, agreements may be reached with CMEC or directly with provinces and territories for interprovincial, interterritorial, or pan-Canadian projects. Complementary contributions may also be provided to support initiatives that address emerging priorities.

Funding under this sub-component supports initiatives aligned with a strategic framework that defines six outcome domains for advancing official languages in education: student participation, program availability, student performance, enriched school environments, access to post-secondary education, and support for educational staff and research. These domains guide provinces and territories in developing action plans, setting targets, and establishing performance indicators.

Although Quebec is a member of the Council of Ministers of Education, Canada (CMEC), it participates with observer status rather than full membership. This arrangement allows Quebec to engage in discussions and initiatives related to education directly with the federal partner, while maintaining autonomy over its education system. It is not bound by CMEC's strategic framework, negotiating an intergovernmental agreement on minority education directly with Canada.

Historically, Quebec - and by extension the English-speaking minority - receives the lowest per capita transfer of federal funds from Canada under this program. In 2022/23 for example, Quebec received \$50.3 million from Ottawa to support minority language education in the province, compared to Ontario's share of \$117.3 million. Canada's official language community per capita minority language education investment in Quebec for that fiscal year was \$39.91. The median provincial per capita investment was \$274.00.¹²

Transfer and accountability of the federal transfers for minority language education in Quebec remains problematic. The amount of the transfer is publicly available, but how and where those transfers are invested by Quebec is not. For instance, the allocation managed by the Ministry of Finance representing approximately 59% of the funding, remains unclear. English school boards receive approximately 20% of the federal funding, amounting to \$13 million.¹³ By statute, Quebec is obligated to protect its constitutional jurisdiction "and the integrity of its institutions", making transparency and accountability provisions of inter-governmental funding agreements problematic.¹⁴

Another challenge of the current intergovernmental funding agreements relates to consultation. These agreements are negotiated between the two levels of government. Each level conducts separate consultations with the English-speaking minority *prior* to sitting down at the negotiating table, where we do not have a seat. The current agreement - negotiations for which remain underway - included a single, separate consultation sessions with Canada and Quebec in the fall of 2023. This was inadequate to gather comprehensive and representative feedback from stakeholders. And over the years, structural changes have diminished opportunities for meaningful exchanges, limiting the effectiveness of these consultations.

We recommend a more active and structured engagement process that allows for in-depth dialogue and collaborative decision-making. The minority language education community, as the intended beneficiaries of related federal investments, must have a seat at the negotiating table. This approach would ensure that all

¹² Department of Canadian Heritage Annual Report on Official Languages 2022–2023.

¹³ See Annex G

¹⁴ See for example section 3.5 of the *Act respecting the Ministère du Conseil exécutif*.

relevant parties can contribute substantively to policy development and implementation strategies.

Questionnaire

This Committee sent a questionnaire to Canada's French and English school boards in support of your study. The QESBA, in consultation with the Association of Directors General of English School Boards of Quebec (ADGESBQ) has responded at Annex A. We wish to highlight the following issues raised by the questionnaire.

Regarding school management, ongoing legal battles continue to shape the political and administrative landscape in the province of Quebec. The hiring process remains tightly regulated under government-imposed rules, notably Bill 21 *An Act respecting the laicity of the State*. A recent decision by the Treasury Board has further complicated matters by imposing additional restrictions on hiring new personnel not directly working with students. This policy, effective November 1, 2024, has no specified termination date, creating uncertainty for school boards and services to its schools/centres.

Governance of school boards faces continuous challenges due to legislative measures, including language restrictions imposed by the updated *Charter of the French Language*, and Bill 40 *An Act to amend mainly the Education Act with regard to school organization and governance*. These restrictions affect various operational aspects, including the selection of projects proposed by English school boards.¹⁵ To be considered, such projects must align with at least one of the seven strategic orientations established by the Ministry. However, these priorities may not always correspond with the specific needs or objectives of the English-speaking community in Quebec.

The bottom line is that Quebec's imposition of system-wide 'one-size-fits-all' legislative, regulatory, and policy actions interferes with the section 23 right to exclusive management and control of English-speaking minority education institutions.

¹⁵ See Annex H for ADGESBQ's identified school board needs

Regarding the questions related to the modernized *Official Languages Act*, we note that federal support for minority language education remains contingent on provincial cooperation. Put simply, there is only so much the federal partner can accomplish without the active support of the provinces. For example, provisions of the new Act do not place a positive obligation on federal institutions to *ensure* linguistic clauses in intergovernmental agreements, just that they take “the necessary measures to promote” their inclusion. Disposal strategies of surplus federal real or immovable property that must now consider the needs and priorities of the English linguistic minority communities require the active participation of Quebec, which is not inclined to take advantage of these opportunities to increase the infrastructure available to the English system.

QESBA believe C-13 could have gone further, binding federal funds to federal language obligations. The risk of course associated with this option is that provinces would leave money on the table, rather than restrict their constitutional powers. This is in fact the case with Quebec, which has not yet availed itself of federal education infrastructure funding targeting minority language education facilities. As discussed, Quebec has a statutory obligation to protect its constitutional jurisdiction and the integrity of its institutions above other considerations.

On a more positive note, the English minority education community is very pleased with the work being done by Statistics Canada to create a data ecosystem around the section 23 right. We are investing in making this data more accessible by organizing it by school board districts (and electoral ward sub-districts). This is an exciting initiative for us, because these custom geographies can be injected with other Statistics Canada variables from products like the Census, providing a clearer demographic picture of the communities we serve.

Statistics Canada continues to do an excellent job consulting with us on their activities, and we look forward to continuing collaboration with them to refine the section 23 right ecosystem.

Conclusion

This brief underscores discussed the complexities and challenges faced by Quebec's English-speaking minority in managing and sustaining their education system. It highlights how constitutional protections under section 23 of the *Canadian Charter of Rights and Freedoms*, intended to preserve minority-language communities, are hindered by systemic obstacles.

Despite federal funding designed to bolster minority-language education, Quebec's allocation process lacks transparency and direct engagement with English-speaking communities. Only a fraction of the funds reaches the intended beneficiaries, with much of the allocation managed without clear accountability. The province's autonomy over education often results in resistance to federal oversight, limiting the effectiveness of these funds in addressing the specific needs of English schools.

Legislative measures, such as Bill 40 and the *Charter of the French Language*, have further constrained governance and access, challenging the English minority's constitutional right to manage their public education institutions. These policies impose a "one-size-fits-all" approach that often conflicts with the community's priorities and operational realities.

While significant enrollment gaps among eligible students exist, the QESBA identifies a lack of tailored provincial support and parental choice as contributing factors. Moreover, structural barriers, such as restrictive hiring practices and underfunded infrastructure, and the sheer size of school catchment areas and school board districts exacerbate the difficulties in delivering equitable education.

Despite these challenges, the QESBA and ADGESBQ remain committed to advocating for enhanced community engagement, transparency in funding allocation, and policy adjustments that align with the unique needs of Quebec's English-speaking minority.

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ANNEX A

STANDING COMMITTEE ON OFFICIAL
LANGUAGES



COMITÉ PERMANENT DES LANGUES
OFFICIELLES

Questionnaire on Government of Canada Support for the Minority-Language Education Continuum
return to LANG@parl.gc.ca

School Boards: Quebec English School Board Association and Association of Directors General of English School Boards of Quebec
Representing the nine English School Boards of Quebec.

Province/Territory: Quebec

Questions	Answer		Detailed Answers/Comments
	Yes	No	
School management			
1. Are you able to fully implement your right to school management? ▪ If the answer is "no," can you explain why?	<input type="checkbox"/>	X	The barriers to fully implementing the right to school management include: 1. Legislative Restrictions: <ul style="list-style-type: none"> ○ Provincial legislation, such as Bill 40 and the updated Charter of the French Language, imposes constraints on school board governance and operational autonomy. ○ The legislative measures often reflect a "one-size-fits-all" approach,

Questions	Answer		Detailed Answers/Comments
	Yes	No	
			<p>which interferes with the constitutionally protected Section 23 right of official language minority communities to manage and control their education institutions.</p> <p>2. Policy Misalignment:</p> <ul style="list-style-type: none"> ○ School boards are required to align their projects with the Ministry's strategic orientations, which may not correspond with the specific needs or priorities of the English-speaking minority community in Quebec. <p>3. Hiring and Staffing Challenges:</p> <ul style="list-style-type: none"> ○ Government-imposed hiring restrictions, including rules under Bill 21 and new Treasury Board policies, complicate the recruitment of personnel, especially those not directly working with students. <p>4. Federal-Provincial Dynamics:</p> <ul style="list-style-type: none"> ○ Federal support for minority language education relies on provincial cooperation, but Quebec often prioritizes the protection of its constitutional jurisdiction over federal obligations. This dynamic limits the effectiveness of federal

Questions	Answer		Detailed Answers/Comments
	Yes	No	
			<p>programs designed to support minority education rights.</p> <p>5. Transparency and Accountability:</p> <ul style="list-style-type: none"> ○ Federal funds transferred to Quebec for minority language education lack transparency in allocation and use, creating challenges in ensuring that funds directly benefit the English-speaking minority. <p>6. Community Representation:</p> <ul style="list-style-type: none"> ○ The lack of meaningful engagement with the English minority education community in negotiating intergovernmental funding agreements undermines the representation of their interests. <p>7. Operational Costs:</p> <ul style="list-style-type: none"> ○ Additional costs, such as those for translating administrative documents, are not adequately supported, leaving schools to absorb these expenses, further straining resources. <p>These barriers collectively hinder the ability of English-speaking communities in Quebec to exercise their constitutional right to exclusive management and control of their education institutions.</p>

Questions	Answer		Detailed Answers/Comments
	Yes	No	
Provincial or territorial funding			
2. What are the provincial or territorial annual expenditures for all schools in your school district?	See Annex B		
3. How many students do you have in your school district? How many schools do you have?	See Annex C (student population) , Annex D (number of schools and centres) and Annex E (personnel by school board)		
The <i>Protocol for Agreements for Minority-Language Education and Second-Language Instruction, 2019–2020 to 2022–2023</i> (2020–2023 Protocol for Agreements) and federal–provincial/territorial bilateral agreements			
4. In your opinion, is the rationale for federal funding of minority-language education—i.e., to help provinces and territories with the additional costs of minority-language education—clearly understood and adhered to?	<input type="checkbox"/>	X	<p>Quebec’s approach to federal funding for minority-language education reflects a complex dynamic that raises questions about its adherence to the underlying principles of these funds. Federal support is designed to promote and preserve official language minority communities by ensuring access to quality education in their language. However, Quebec’s practices and policies reveal significant gaps in aligning with this objective.</p> <p>While Quebec receives federal funding, its allocation process lacks transparency. A substantial portion of the funds, managed by the Ministry of Finance, is not clearly accounted for, with only a small fraction reaching English-language school boards. This lack of clarity undermines the intent of the funding to directly benefit minority-language communities. It has been indicated that these amounts are applied to the consolidated funds for education.</p> <p>Moreover, Quebec negotiates its agreements with the federal government independently, reflecting its unique constitutional jurisdiction over education. This</p>

Questions	Answer		Detailed Answers/Comments
	Yes	No	
			<p>autonomy, however, often translates into resistance to federal oversight and stipulations, such as tying funds explicitly to minority-language education needs. As a result, the province is missing opportunities to fully leverage federal programs aimed at enhancing the infrastructure and resources of minority-language schools.</p> <p>Compounding the issue is the limited engagement of English-speaking communities in the funding negotiation process. Consultations are often superficial, excluding the voices of those directly impacted by the funding. This weakens the alignment of funding priorities with the actual needs of the minority community.</p> <p>Despite these challenges, Quebec continues to accept federal funding, but its actions suggest a reluctance to fully embrace the rationale behind these resources. The focus on protecting provincial jurisdiction often overshadows the broader goal of supporting minority-language education, leaving the English-speaking community underserved and raising concerns about the province's full commitment to its section 23 obligations.</p>
5. Can you confirm whether your province or territory is providing you with the federal government's portion as set out in the 2020–2023 Protocol for Agreements ?	<input type="checkbox"/>	X	Note that Quebec negotiates its own agreement with the federal government outside of the CMEC protocol. Quebec does not provide the English public system with the full amount allocated by the

Questions	Answer		Detailed Answers/Comments
	Yes	No	
			federal partner for the English minority school system (see Annex F).
6. When the provincial or territorial government provides you with funding under the Protocol for Agreements , does it identify which portion is from the federal government?	X	<input type="checkbox"/>	See Annex F
7. Have you reviewed your province or territory's 2020–2023 Protocol for Agreements and bilateral agreement, including the action plan?	<input type="checkbox"/>	X	See response to question 5.
<ul style="list-style-type: none"> In your opinion, are the transparency and accountability clauses adequate? 	<input type="checkbox"/>	X	See response to question 4.
<ul style="list-style-type: none"> Does the Protocol include clauses that outline the process for challenging a decision by the Government of Canada or by your province or territory? 	<input type="checkbox"/>	X	
8. Under the 2020–2023 Protocol for Agreements and bilateral agreements, have the Government of Canada and your provincial or territorial government consulted you? <ul style="list-style-type: none"> If the answer is “yes,” at what stages were you consulted? 	<input type="checkbox"/>	X	See response to question 4. Effective consultations are not conducted by either level of government with respect to the intergovernmental agreement. We do not consider single ‘meetings’ as consultations.
<ul style="list-style-type: none"> Were the consultations effective? 	<input type="checkbox"/>	X	
9. Do you understand the calculation and distribution of funds between minority-language education and second-language instruction under the bilateral agreement between the Government of Canada and your provincial or territorial government? <ul style="list-style-type: none"> What variables is the calculation based on? 	<input type="checkbox"/>	X	We have asked officials from the Department of Canadian Heritage this specific question and have not received a response. To the best of our knowledge, the calculation to determine the distribution of funds is not public.
10. In 2017, the Fédération nationale des conseils scolaires francophones and other partners signed a strategic agreement [IN FRENCH] with Canadian Heritage to commit the department to promoting the interests of francophone school districts and boards during negotiations for the Protocol for Agreements and bilateral agreements.	<input type="checkbox"/>	<input type="checkbox"/>	NOT APPLICABLE

Questions	Answer		Detailed Answers/Comments
	Yes	No	
<ul style="list-style-type: none"> To your knowledge, has this strategic agreement been beneficial? If the answer is “yes,” what are the resulting gains? If the answer is “no,” can you explain? 			
11. Do you believe that minority-language education should be governed by a protocol and bilateral agreements separate from second-language instruction?	X	<input type="checkbox"/>	Not only is the aim of these two programs different, but they also target two different groups: Quebec’s Francophone majority, and its English linguistic minority. Lumping them into the same bilateral agreement dilutes focus on the linguistic minority. Federal support to the English public system in Quebec should be the subject of an exclusive bilateral agreement.
12. To your knowledge, has the funding portion from Government of Canada increased in recent years? <ul style="list-style-type: none"> If the answer is “no,” can you tell us why? 	<input type="checkbox"/>	X	See PCH annual reports. The ‘why’ answer is a question for the Governments of Canada and Quebec to answer.
13. Given the principle of matching funding, how can we increase the federal funding portion?			Considering the principle of matching funding, how can we increase the federal contribution? Quebec continues to forgo available infrastructure funding, and the current provincial government has reversed its stance on supporting English education institutions. It is evident that the federal government cannot directly fund provincial entities in Quebec without provincial consent. This limitation prompts the need to explore alternative funding models, and we are actively investigating potential solutions.

Questions	Answer		Detailed Answers/Comments
	Yes	No	
14. Do you consider the Protocol for Agreements and the bilateral agreements to be funding mechanisms that help school districts and boards implement their right to school management?	X	<input type="checkbox"/>	By definition, federal funding is provided to the provinces for this specific reason. The Government of Canada helps provinces meet the special constitutional obligations under the section 23 right. This includes exclusive minority's inclusive right to manage and control of their educational institutional.
15. Do you consider the Protocol for Agreements and the bilateral agreements to be funding mechanisms that meet the specific needs of your educational institutions? <ul style="list-style-type: none"> ▪ If the answer is "no," can you explain why? 	<input type="checkbox"/>	<input type="checkbox"/>	Quebec develops one-size-fits-all system wide education priorities. It then uses this framework to set funding guidelines for federal investments aimed at the minority language school system. The priorities are obviously driven by the needs of the majority language system, and do not reflect the specific needs of the English system. For example, translation is a major expense for the English system, which must communicate with the government in French, and with the public and parents in French and English. However, translation is not an eligible expense under the Entente.
16. Do you consider the Protocol for Agreements and the bilateral agreements to be funding mechanisms that contribute to achieving substantive equality in education? Can you comment?	<input type="checkbox"/>	<input type="checkbox"/>	There are systemic barriers (speech pathologists etc),
17. Do you consider the Protocol for Agreements and the bilateral agreements to be funding mechanisms that promote the provincial or territorial government's commitment to minority-language education?	X	<input type="checkbox"/>	The English minority school system is not promoted by the Government of Quebec.
18. Have you been consulted on the next protocol and bilateral agreements, and have you contributed to them in any way? If the answer is "yes," to what extent did you contribute?	X	<input type="checkbox"/>	See response to question 4.

Questions	Answer		Detailed Answers/Comments
	Yes	No	
THE OFFICIAL LANGUAGES ACT			
<p>19. Section 41(3) of the Official Languages Act states: “The Government of Canada is committed to advancing formal, non-formal and informal opportunities for members of English and French linguistic minority communities to pursue quality learning in their own language throughout their lives, including from early childhood to post-secondary education.”</p> <ul style="list-style-type: none"> Considering the fact that education is under provincial/territorial jurisdiction, that the Canadian Charter of Rights and Freedoms does not cover early childhood and post-secondary education, and that federal transfer payments are conditional on the participation of the provinces and territories, can the Government of Canada strengthen access to minority-language education across the entire education continuum? 	X	<input type="checkbox"/>	Of course...this is simply a matter of adding more funding to current minority education support programs.
<ul style="list-style-type: none"> Knowing that section 23 of the Canadian Charter of Rights and Freedoms is unlikely to be amended to cover early childhood and post-secondary education, what can the Government of Canada do to protect these two ends of the minority-language education continuum? 	X	<input type="checkbox"/>	QESBA reserves comment.

Questions	Answer		Detailed Answers/Comments
	Yes	No	
<p>20. Section 41(7)(a.1) of the Official Languages Act states that federal institutions shall, “subject to the regulations, take the necessary measures to promote, when negotiating agreements with the provincial and territorial governments, including funding agreements, that may contribute to the implementation of the commitments under subsections (1) to (3), the inclusion in those agreements of provisions establishing the parties’ duties under the agreements respecting official languages.”</p> <ul style="list-style-type: none"> ▪ In your opinion, can this section have an impact on the development and implementation of transfer payments in the education sector? 	X	<input type="checkbox"/>	See page 9 of the main brief.
<ul style="list-style-type: none"> ▪ The Official Languages Act does not permit the Commissioner of Official Languages to “make an order ... requiring the federal institution ... to include in any agreement referred to in paragraph 41(7)(a.1) provisions establishing the parties’ duties under the agreement respecting the official languages.” [Not yet in force] What do you believe is the impact of this prohibition? 	<input type="checkbox"/>	<input type="checkbox"/>	No comment
<p>21. Section 41.1(1) of the Official Languages Act states: “In developing a disposal strategy for a surplus federal real property or a federal immovable, every department and supporting federal institution shall take into account the needs and priorities of the English or French linguistic minority communities of the province or territory where the federal real property or federal immovable is located.”</p> <ul style="list-style-type: none"> ▪ In your opinion, is this section robust enough to ensure that school districts and boards will have better access to surplus federal real property and immovables? 	<input type="checkbox"/>	X	See page 9 of the brief.
<ul style="list-style-type: none"> ▪ Section 41.1(2) of the Official Languages Act states: “In taking into account the needs and priorities under subsection (1), departments shall consult English or French linguistic minority communities and other stakeholders, including school boards or commissions.” <ul style="list-style-type: none"> ○ To your knowledge, are federal government institutions implementing this section? Do you have any examples? 	X	<input type="checkbox"/>	The Department of Canadian Heritage continues to work with the QESBA and its school boards. Although there are opportunities to discuss the priorities of the English public school system with the federal partners, the ability of Canada to act on those priorities is limited because education is a matter of provincial jurisdiction. Quebec carefully

Questions	Answer		Detailed Answers/Comments
	Yes	No	
			protects this jurisdiction, and the ‘integrity of its institutions (see brief)’ which include the English school boards, and QESBA.
<ul style="list-style-type: none"> ▪ The Directive on the Management of Real Property has been updated to comply with the <i>Official Languages Act</i>. <ul style="list-style-type: none"> ○ In your opinion, is this directive robust enough to ensure that school districts and boards will have better access to surplus federal real property and immovables? 	<input type="checkbox"/>	X	A path for English-speaking public schools to benefit from this provision is not evident. The process for building new schools is the purview of the Ministry of Education, not school boards.
<p>22. In accordance with section 44.1(1) of the Official Languages Act, the Minister of Immigration, Refugees and Citizenship developed the Policy on Francophone Immigration. Does this policy include provisions that promote the hiring of immigrant francophone or bilingual teachers and other stakeholders, who can work in your educational institutions?</p> <ul style="list-style-type: none"> ▪ What are the benefits of the “Corridor for the selection and retention of French teachers in Canada,” referred to in the Action Plan for Official Languages 2023–2028: Protection-Promotion-Collaboration? 	<input type="checkbox"/>	X	This was a missed opportunity. There is misconception that there is an abundance of French teachers in Quebec. This is not the case. Government francisation programs, and the institutions at all levels of the education continuum find recruiting and retaining French teachers in Quebec difficult. The English system is no exception. This could have been an excellent opportunity for Canada to exercise its dual linguistic policy objectives in Quebec of supporting the protection and promotion of French and enhancing the vitality of the English-speaking minority.
<p>23. In your opinion, can the future regulation of Part VII of the Official Languages Act be used to strengthen the Government of Canada’s support for minority-language education? If the answer is “yes,” can you tell us what provisions should be included?</p>	X	<input type="checkbox"/>	We withhold comment until the draft regulations are published in the Gazette and studied by this Committee.
Estimating the number of children of rights holders (s. 23 of the <i>Canadian Charter of Rights and Freedoms</i>)			

Questions	Answer		Detailed Answers/Comments
	Yes	No	
24. The 2021 Census includes data on all rights holders. <ul style="list-style-type: none"> Do you now have data to support your claims? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See page 10 of the brief.
<ul style="list-style-type: none"> To your knowledge, has this data been used in the development of the next Protocol for Agreements for Minority-Language Education and Second-Language Instruction, and of subsequent federal–provincial/territorial bilateral agreements? 	<input type="checkbox"/>	<input type="checkbox"/>	A question for the Governments of Canada and Quebec.
<ul style="list-style-type: none"> In your opinion, does the federal government have the necessary data to paint a real portrait of rights holders? If not, what would be the best ways of doing so? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In terms of data, yes. How the data is presented has raised an issue. Stats Can does not have the geographies of the school boards and their subcomponents (wards). In Quebec these education geographies tend to follow existing political boundaries, but not always. This is why QESBA and ADGESBQ have partnered on a project to define these boundaries for Stats Can, for a clearer demographic picture of the communities we serve.

ANNEX B



ANNUAL EXPENDITURES 2023-2024 **Quebec English School Boards**

School Boards	Annual expenditure results for 2023-2024
Central Quebec School Board	\$111,821,408.00
Eastern Shores School Board	\$41,938,805.42
Eastern Townships School Board	\$124,694,934.59
English Montreal School Board	\$444,941,170.00
Lester B. Pearson School Board	\$395,479,415.00
New Frontiers School Board	\$89,862,288.00
Riverside School Board	\$188,188,370.00
Sir Wilfrid Laurier School Board	\$238,367,960.00
Western Quebec School Board	\$144,611,393.00
TOTAL	\$1,779,905,744.01

Revised December 2024

Annex C

2024-2025 Quebec English School Boards enrolment on September 30, 2024

<u>School Board</u>	<u>Kindergarten</u>	<u>K-4 year olds</u>	<u>Elementary</u>	<u>Secondary</u>	<u>AEVC</u>	<u>Total Enrolment</u>
English Montreal	1,291.00	567.00	8,370.00	7,642.00	5,884.00	23,754.00
Lester B. Pearson	1,371.00	504.00	9,079.00	7,764.00	4,707.00	23,425.00
Sir Wilfrid Laurier	1,043.00	511.00	6,292.00	4,835.00	745.00	13,426.00
Riverside	736.00	260.00	4,692.00	3,564.00	1,308.00	10,560.00
Western Quebec	513.00	175.00	3,725.00	3,420.00	394.00	8,227.00
Eastern Townships	494.00	280.00	2,959.00	1,903.00	654.00	6,290.00
Central Quebec	434.00	144.00	2,754.00	1,922.00	60.00	5,314.00
New Frontiers	332.00	188.00	1,978.00	1,572.00	536.00	4,606.00
Eastern Shores	74.00	75.00	488.00	449.00	204.00	1,290.00
Littoral	26.00	24.00	160.00	156.00	4.00	370.00
Totals	6,314.00	2,728.00	40,497.00	33,227.00	14,496.00	97,262.00

ANNEX D



QUEBEC PUBLIC ENGLISH SCHOOLS AND CENTRES

	Elementary	Secondary	K to 11	Outreach	Adult Ed. & Voc. Ed.
Central Quebec School Board	8	4	6	---	2
Eastern Shores School Board	7	6	3	---	5
Eastern Townships School Board	20	3	---	---	3
English Montreal School Board	34	16	---	7	12
Lester B. Pearson School Board	34	11	---	---	8
New Frontiers School Board	10	2	---	---	3
Riverside School Board	17	4	---	---	4
Sir Wilfrid Laurier School Board	27	9	---	---	4
Western Quebec School Board	19	12	---	---	6
TOTAL:	176	67	9	7	47

Updated on 12.20.2024

ANNEX E



SURFACE AREA OF THE QUEBEC ENGLISH SCHOOL BOARDS

	Surface Area (km²)
CQSB	526,467
ESSB	330,631
ETSB	17,595
EMSB	306
LBPSB	1,055
NFSB	2,241
RSB	4,677
SWLSB	36,048
WQSB	98,149
TOTAL:	1,017,169

Updated on 12.20.2024

ANNEX F



EMPLOYEES OF THE QUEBEC ENGLISH SCHOOLS AND CENTRES

	<u>Full-Time Employment</u>			
	Management Staff	Professional Staff	Teacher Staff	Support Staff
CQSB	45.88	53.21	436.29	231.54
ESSB	29.72	22.04	166.96	81.91
ETSB	53.81	59.09	583.41	380.32
EMSB	173.40	217.41	2026.63	1169.78
LBPSB	154.15	152.48	1857.44	1263.80
NFSB	33.32	41.52	386.88	253.01
RSB	68.75	82.10	897.96	528.67
SWLSB	89.76	80.84	1178.83	629.93
WQSB	62.03	49.56	710.96	363.00
TOTAL:	710.82	758.25	8245.36	4901.96

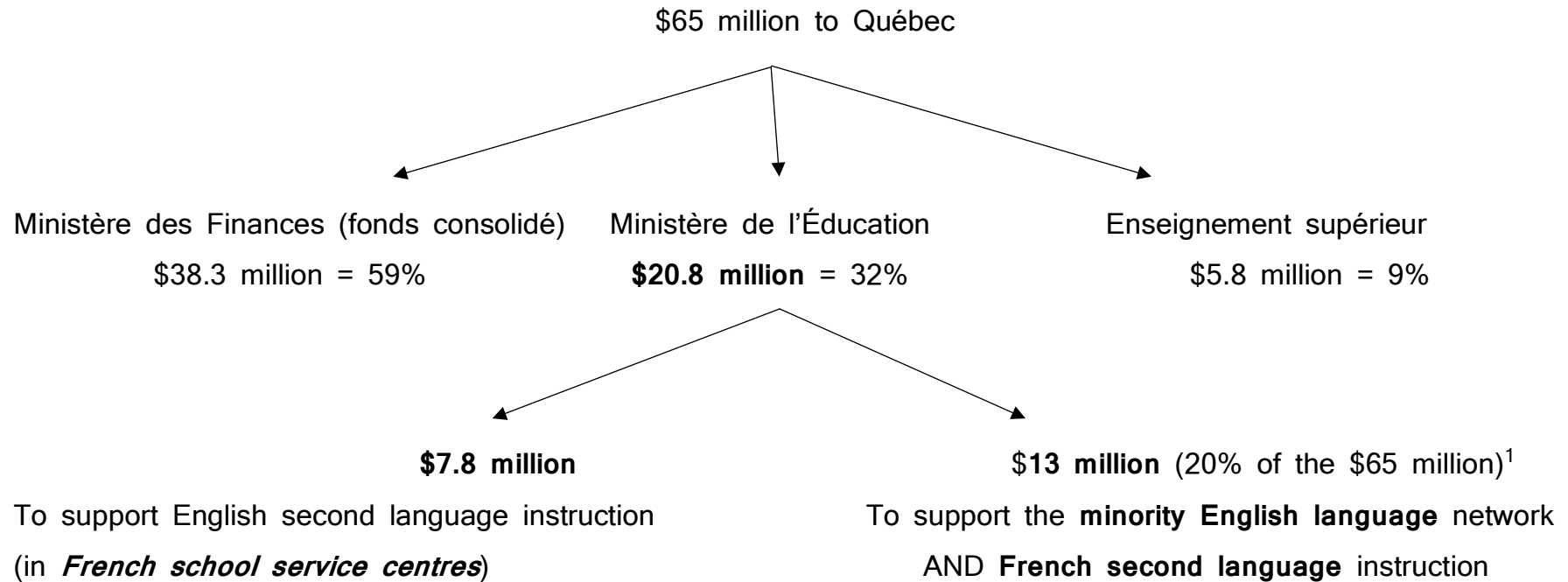
Updated on 12.20.2024

ANNEX G



Tracking of single year Entente Canada-Québec on Minority-Language Education and Second Language Instruction Monies

May 2023



¹ Of this amount, \$1.5 million is allocated to the ECQ Liaison Committee formed of representatives of the MEQ, Directors General of English school boards and the QESBA, for projects in the English education network.

Annex H

1

Main Needs of English Educational Network

Main Challenges

1. Support for our models of delivery which make it costly to equitably operate (inclusion, French, magnet programs)
2. Attraction and retention of staff
3. Access to specialized services and recruitment of specialized staff
4. Access to vocational training opportunities in English (updates to programs, equipment)
5. Professional development and pedagogical resources in English (i.e. training for resource teachers, administrators)
6. Vast territory and low-density population (affects accessibility, busing, professional development)
7. Research linked to specific practices in the English boards
8. Infrastructure and equipment funding (to increase accessibility to programming)
9. Declining enrollment and retention of students
10. Optimization of services for sustainability

Examples of Areas Requiring Increased Funding

Other Categories	Examples of Initiatives/Comments
Authentic teaching and assessment practices	<ul style="list-style-type: none"> - Offer PD in English (currently not offered through the Ministry) - Increase PDIG and Killingbeck and local PD initiatives - Increase in joint PD initiatives (around a common priority theme and linked with research)
Students with special needs	<ul style="list-style-type: none"> - Training for differentiated instruction - Training for adapted and modified IEP - Support for assessments - Support for special needs in Adult General Education (AGE) and Vocational Training (VT) - Alternative learning initiatives and projects - Collaboration with the health and social services network - Virtual services for the regions - Larger support for the Centers of Excellence (COE) to provide services to all school boards - Trauma informed practice, beyond behavior (PD)
Support to CLCs	<ul style="list-style-type: none"> - Increase in CLC funding to expand the numbers of CLCs in school boards - Increase funding to account for salary increases and cost of living

	<ul style="list-style-type: none"> - Increase funding for the regions with multiple MRC and CIUSSS - Review the category of employment of Community Learning Centres CDAs to fulfill their mandate (for example, participate in various Tables and committees)
Adult and Vocational Education	<ul style="list-style-type: none"> - Increase translation of AEP programs and tools for VT teachers - Reinstate CEN, in-service ELVEC (VT) - Provincial VT ped consultant (like French equivalent equipe choc) to support VT teachers and ped consultants across the 9 boards, offer workshops, in-centre support, conference participation, subcommittee work and support - Renewal of programs in AGE and support/training to teachers in the integration of the curriculum - RECIT AGE and VT: increase to match RECIT in French sector (subject-specific) - Special needs support in AGE and VT - Incentives to increase access (for example, travel/housing dispensation for students to take a program far from their home)
Recruitment, retention, and valorisation	<p>Recruitment and Retention:</p> <ul style="list-style-type: none"> - Recurrent funding to fill vacant positions - Develop university partnerships and invest in initiatives that respond to the realities of the English sector to increase qualified teachers and professionals - Work with professional orders on French requirements - Increase support for mentoring and coaching (administrators) <p>Valorisation:</p> <ul style="list-style-type: none"> - Develop support networks to connect and facilitate transition of new teachers - Identify areas to recognize and value personnel (example: survey) - Fund pilot projects that seek to recognize personnel
DG Plan	<ul style="list-style-type: none"> - The level of funding has not changed over the last decade. Increased funding would be required to support new initiatives and emerging needs. - These funds impact and touch on many of the network's priorities and fields of action (approximately 111,700 students and 10,400 employees).
Research	<ul style="list-style-type: none"> - Research linked to specific practices in the English education sector - Hold province-wide PD sessions based on evidence-based practices - Action research that supports: inclusion models, trauma-informed, other learning formats (NEXT school), Equity Diversity and Inclusion (EDI), hybrid learning models, student success - Research that promotes the vitality of the English minority school communities

Examples of Additional Needs

Other Categories	Examples of Initiatives/Comments
FSL	<ul style="list-style-type: none"> - Increase student competencies to work and live in Quebec - Increase working French and job opportunities for our students in VT - Research on Learning French as a second language and implementation of best practices - Additional consultants to work with teachers to enhance the level of French - Promotion of French in our schools and centres - Offer additional opportunities to practice French (for example, field trips, student exchanges, Immersion French camps)
Support to vast territory and low-density population	<ul style="list-style-type: none"> - Review funding formulas that disadvantage schools in regions with low density populations - Schools in these territories have higher incidence of low-socioeconomic status and lack an equitable level of available services (for example, offer incentives to help families benefit from services unavailable in their town) - Additional transportation costs are incurred by boards to ensure access to school and hinder the availability of after-school activities - Compensation for additional IT costs (boards covering large territories have a higher per student IT cost due to the vast distance covered)
Infrastructure	<ul style="list-style-type: none"> - Building updates and renovations are needed to better serve the needs of the community - Expand recreational and community spaces (gymnasiums, auditoriums, libraries, outdoor sporting facilities) - IT service, maintenance, and infrastructure - Expand educational spaces to offer K4 programs (to be equitable with neighboring French schools and to ensure the vitality of the English community)
Attraction/retention of students	<p>Promote our schools and offerings to attract eligible students, ensuring the vitality of the English community (campaigns, open houses)</p>
School Board elections	<p>It is a legal obligation to organize and fund school board elections every four years. This represents additional costs to school boards operational budget. Following the change in governance, no allowance has been made to compensate for this expense.</p>
Translation	<p>There is an increase in the amount of non-pedagogical documentation to be translated for the English community. These expenses are incurred by each school board. Each school board should be allocated funding to hire a translator.</p>