

Highlights

Council of Commissioners' meeting of
Tuesday, November 29, 2011

Recognition of Excellence

As there will not be Council meeting in December, the Council of Commissioners' and Senior Administrators extended holiday wishes to everyone.

(For the complete text see the attached report)



- ◆ Due to a scheduling conflict with the MELS secondary level 5 English exam, an amendment to the youth sector calendar was adopted as follows:
 - May 22nd will be a regular school day,
 - June 4th is now a planning day,
 - May 4th is now the 3rd planning day that may be converted to a regular school day.(Copy of the revised calendar is attached)

- ◆ The contract for renovations to the Richmond Regional High School welding and mechanical shop was awarded to *Drumco Entrepreneur Général* for the amount of \$70,600;
- ◆ In answer to the need for closer to home and more accessible post secondary education in a number of areas within the ETSB, the council approved a resolution to support the proposal of a partnership with Champlain Regional College (CRC). The partnership will allow CRC to offer a DEC program in one the ETSB's establishments in Cowansville.

Resolutions

- Amendment to the 2011-2012 Youth sector calendar;
- Authorization for long-term borrowing;
- Welding and Mechanical Shop renovations at Richelle Regional High School;
- Partnership with Champlain Regional College;
- Representatives on the *Société de Formation Industrielle de l'Estrie* (SOFIE) board of Directors.

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Report from the Director General, Chantal C. Beaulieu,

- Comments on the recent statements and opinions expressed about school boards;
- School board structures and funding;
- Performance based funding for schools;
- Report to the MELS on the ETSB.

For more details, see the
attached report...



Report from the Chairman, Michael Murray,

In lieu of the regular report, visit Mr. Murray's
blog at

<http://michaelmurrayoneducation.blogspot.com/>

Dates to Remember...



December 24th – January 8th - Christmas Holidays;

January 9th - Planning day

January 10th - First day of classes for 2012;

January 24th Council of Commissioners' Meeting;

May 22nd – Regular school Day;

June 4th - Planning day;

May 4th - 3rd convertible planning day.
(Copy of revised calendar is attached)



**CALENDRIER
SCOLAIRE**

2011 - 2012

**SCHOOL
CALENDAR**

Juillet 2011 July						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Août 2011 August						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Septembre 2011 September						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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18	19	20	21	22	23	24
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Octobre 2011 October						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Novembre 2011 November						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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20	21	22	23	24	25	26
27	28	29	30			

Décembre 2011 December						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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25	26	27	28	29	30	31

Janvier 2012 January						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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22	23	24	25	26	27	28
29	30	31				

Février 2012 February						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

Mars 2012 March						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	31

Avril 2012 April						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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22	23	24	25	26	27	28
29	30					

Mai 2012 May						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Juin 2012 June						
DIM/SUN	LUN/MON	MAR/TUE	MER/WED	JEU/THU	VEN/FRI	SAM/SAT
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

180 Journées de classe
School Days

17 **3** Journées pédagogiques
Planning Days

21 Congés
Non-Working days (Holidays)

3 Journées pédagogiques pouvant devenir jours de classe
Planning days which may convert to a school day

31 Premier jour de classe
First day of class

3 Journées pédagogiques(enseignants)
Teacher planning days

DIRECTOR GENERAL'S REPORT

November 29, 2011

Turbulence Ahead

In times of uncertainty, it is particularly important to have a clear sense of what we stand for and to remember why we are here: our students' success. In the end, it's all about the people who work so hard to help them succeed: especially our personnel, but also parents, volunteers and commissioners.



Where is it all going?

On October 28, 2011, at our ETSB Symposium, I had the pleasure of speaking to our assembled teachers and administrators about my position concerning the latest opinions and statements surrounding school boards; more particularly, how I felt about Ms. Beauchamp's proposal of cutting school boards' budgets in half (from \$571M to \$271M), and of funding schools based on their performance.

Since not all of our employees were present, I feel it is important to summarize what I stated and bring everyone up to date on recent developments.

School Boards

In a nutshell, my main point was a call for an open discussion and common sense. Slashing budgets without really looking at the impact on our schools and centres is basically creating a self-fulfilling prophecy: the less money we have, the less efficient we will be. I don't think it's a bad idea to review structures, including the very existence of school boards. It is actually healthy to periodically review how we operate. But let's do it for the right reasons: to improve the services to our students, not to gain votes.

If we do decide to review structures, let's look at facts and emulate education systems that work better than ours, not worse. In our school board, we had the "chance" of being one of five school boards audited by the Auditor General, specifically on our administrative costs. With only 3.7% of our budget devoted to these costs, we are remarkably lean. Unfortunately, the perception of the population being what it is, no amount of statistics will help change it.

So, if we do change, let's look at how high performing education systems operate and not at systems that are doing badly. Ms. Beauchamp's proposal would make school boards "cooperatives of services", a model suspiciously similar to the UK's. When the UK made the changes to their education system in 2002, their PISA (Program for International Student Assessment) results were almost comparable to Canada's: in the top 10. Since then, their results have been spiraling down (in the low 20s).

Funding of Schools Based on Performance

Or paying teachers based on their results. Same thing. This, ladies and gentlemen, would be the real tragedy. It would have an impact not only on our education system, but on the fabric of our society. We are admired right now, the world over, not only for

our curriculum, but for the equity that exists in our society. Funding the schools, that need it the most, less because of poor results is ludicrous. One only needs to look at our neighbors to the South...

The promise I made to all our teachers and administrators, and that I make to all of you, is to stand up and do everything in my power to bring common sense back in this discussion.

In the meantime, we will continue in our vision-buiding process. Now, more than ever, it is important to be clear on what we stand for, so we can make it to the other side of the turbulence relatively unscathed.

In the last few weeks...

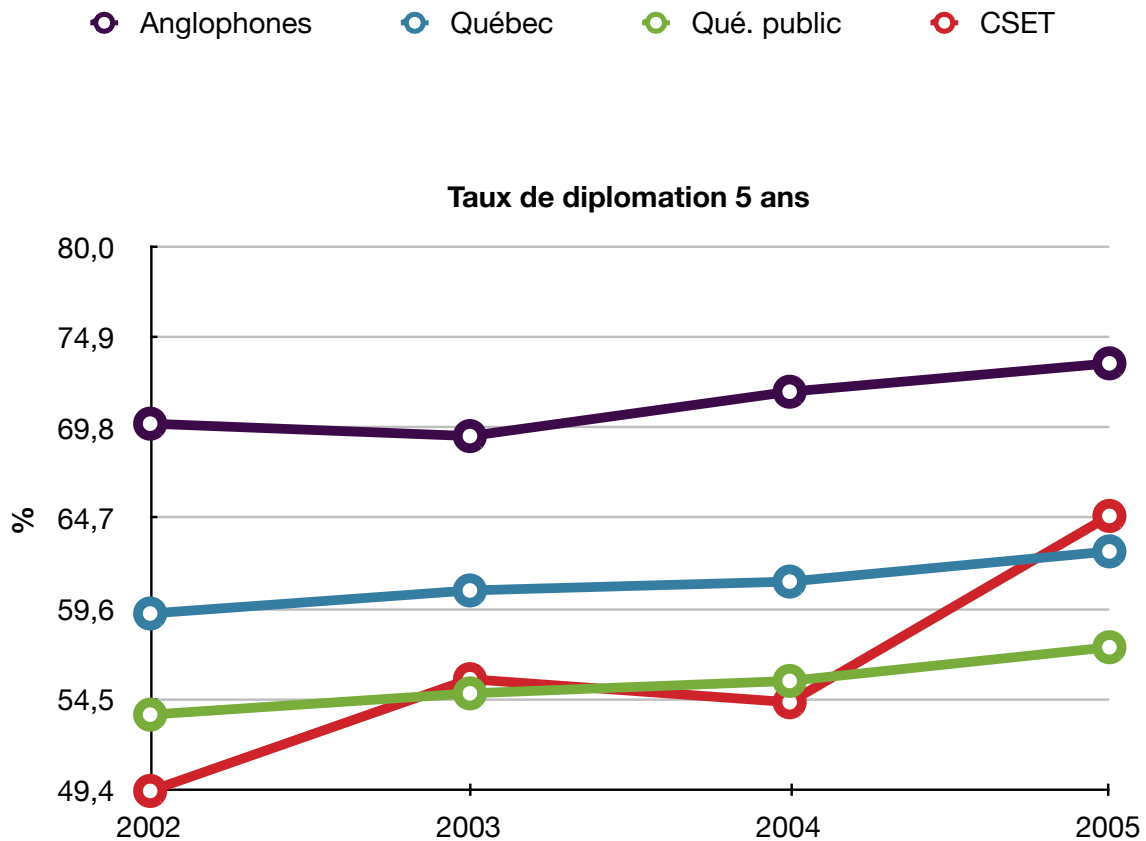
There has been a lot of discussions, articles and editorials that have been written on this topic, with both camps weighing in about the pros and cons, and what can and can't be done. One thing is certain: English school boards are protected by the Canadian Constitution, so that definitely colors the debate.

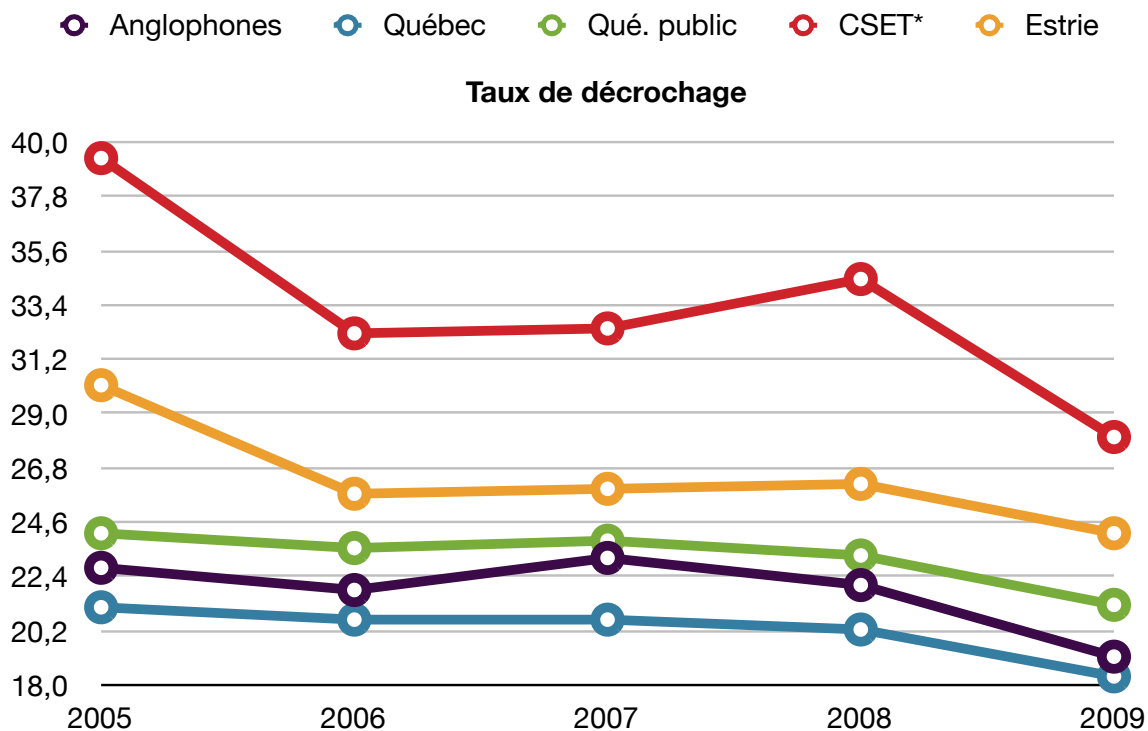
Tomorrow, the Directors General of the nine English school boards are meeting with Ms. Louise Pagé, the top person at the MELS, administratively-speaking, to explore possible solutions. You will find, attached to my report, a short description of our school board, that I intend to leave with her. As always, I will emphasize that what makes our school board great is our competent and dedicated employees.



La CSET en quelques chiffres et mots

Une commission scolaire... en progression constante





*: données du MELS. Nos données internes nous donnent un taux de décrochage de **22,7% pour 2008-2009** en raison des 25 élèves (sur 130 “décrocheurs”) qui ont continué leurs études hors du Québec.

... innovatrice

● *Stratégie d'apprentissage amélioré (Enhanced Learning Strategy)*: depuis 2003, portables pour chacun des élèves de 3e année à secondaire 5 et pour tous les professeurs. Depuis 2011-2012, une technologie variée est offerte dans toutes nos écoles, commençant en maternelle (TBI, MacBooks, iPads, Netbooks, iMacs, iPods).

● *Global Learning Institute*: entre autres, un partenariat exceptionnel avec le Cirque du Soleil pour instruire certains artistes mineurs à Tokyo, au Brésil, en Argentine, au Chili, en Colombie et aux États-Unis. Également utilisé à l'interne pour offrir un support additionnel à nos élèves du 2e cycle du secondaire. Et plus encore...

● *Éducation à distance*: partenariats avec Champlain College et Heritage College pour permettre à leurs étudiants de commencer le CEGEP tout en finissant leur diplôme d'études secondaires, et beaucoup d'autres...

... à l'écoute de son milieu

● Partenariats multiples

➔ Partenaires pour la réussite éducative en Estrie (PRÉE): mobilisation régionale en Estrie regroupant tous les niveaux d'enseignement, la CRÉ-Estrie, plusieurs ministères, le Forum-Jeunesse Estrie, Emploi-Québec, les CSSS, syndicats, etc.

➔ CSVDC: écoles, centres et transport conjoints.

➔ Champlain College: (à venir) DEC offert dans un de nos établissements à Cowansville (avec les judicieux conseils de la Commission scolaire New Frontiers).

Particularités

● Un territoire grand comme celui de la Belgique, avec 8 MRCs.

● Sur une partie de ce territoire, nous organisons nous-même le transport de nos élèves, avec nos propres autobus et conducteurs.

● 20 écoles primaires (dont 7 ont le droit d'offrir la première année du secondaire), 4 écoles secondaires, 2 centres de formation professionnelle et 2 centres d'éducation des adultes.

● 38% de nos élèves ont le français comme langue maternelle.

Défis

● La proportion de nos élèves ayant des besoins particuliers est beaucoup plus élevée que la moyenne du système public québécois: en 2008, dernières données disponibles, 27.1% (CSET) comparé à 15.5% (Québec public) au primaire et 34.8% comparé à 19.9% au secondaire. Nous intégrons ces élèves beaucoup plus: 99.7% (CSET) comparé à 79.5% (Québec public) pour le primaire et 82.2% comparé à 46.4% pour le secondaire.

● La proportion de nos familles dont la mère n'a pas de diplôme secondaire est également plus élevée que pour le reste du Québec: 15% comparé à 13,6%.

● Un tiers de nos écoles sont des écoles SIAA.

● Et nous n'avons pas toujours les services spécialisés dont nos élèves ont besoin, en anglais.

● Étant une commission scolaire frontalière (États-Unis), une proportion importante (près de 20%) des élèves qui quittent notre CS continuent leurs études à l'extérieur du Québec, ce qui fausse notre taux de décrochage.