



Moving ahead. Together. | Aller de l'avant. Ensemble.

**EASTERN TOWNSHIPS SCHOOL BOARD
STRATEGIC PLAN
2008-2013
(Revised June 2010)**

Preamble

The first Strategic Plan of the Eastern Townships School Board (ETSB) was developed in 2003 and covered three years (2004-2007). In 2007, the current Strategic Plan (2008-2013) was developed and contained the same fundamental principle as the first one, which is, maintaining a coherent systemic educational approach to improve the learning conditions of our students. Maximizing student achievement, for all students in our territory, remains the key objective of the ETSB.

Law 88 introduced a new obligation for school boards: the Partnership Agreement. Linked to this new obligation was the requirement, for most school boards, to amend existing strategic plans to take into account the goals and orientations of the Minister. The ETSB decided to retain the current strategic plan and the period it covers. However, extensive changes were required to comply with the ministerial requirements.

Values

The ETSB believes in, and is guided by, the following values:

Integrity
Nurturing for Learning

Passion for excellence
Collaboration

Openness
Innovation

(Note: A descriptive statement will be added for each value in our next strategic plan.)

The ETSB Context

The Eastern Townships School Board covers a geographic area, which is roughly the size of Belgium, in the south eastern part of the province of Quebec. Within its territory, we find eight municipal regional counties (MRCs), 20 elementary schools, three high schools, one alternative high school, two adult education centres and two vocational education centres. The student population varies in terms of numbers and language spoken at home, depending on the location of the school. The smallest of our elementary schools has fewer than 20 students while our largest secondary school has approximately 1000 students. Although English is the mother tongue for a majority of the students (61%), the large number of students who have French as mother tongue (38%) confirms the bilingual nature of the school board and of the region in general.

Seven of our 20 elementary schools and one of our three secondary schools have been designated as schools that can benefit from the New Approaches, New Solutions (NANS) Intervention Strategy for schools in economically disadvantaged areas. Although it is too early to be able to evaluate the progress made by the elementary schools benefiting from the NANS funding, our one NANS secondary school has shown tremendous improvement since being designated a NANS school in 2002, becoming one of the top performing high schools in the province.

The following table indicates that, for the Eastern Townships School Board, the proportion of families or parents without a diploma is higher than Quebec as a whole.

Schooling of parents and family structures, 2006	ETSB	Quebec
Proportion of families where the mother has no diploma	15.0%	13.6%
Proportion of families where neither parent has a diploma	10.1%	9.1%

Source: Portrait des statistiques ministérielles, octobre 2009, MELS

The ETSB integrates all of its students with special needs in the elementary sector, and the great majority of students in the secondary sector. The ETSB considers the Individual Education Plan (IEP) as the principal mechanism of support to its students with special needs. This is why, in 2005, the school board decided to dedicate part of a principal's time (30%) to support the various employees in developing and monitoring these plans. In October 2009, 28.8% of ETSB students had an IEP.

Since 2007-2008, the first year for which the ETSB has internal data on its drop-outs, the school board has observed a significant number of students leaving due to their parents moving out of province (29 in 2007-2008 and 22 in 2008-2009). As of the 2010-2011 school year, a declaration of attendance will be required of the school that accepts a student from the ETSB, thus enabling the school board to get an accurate number for its drop-outs.

Challenges

The following highlight a number of challenges faced by the ETSB:

- The availability of social services provided in English in our regions, *Estrie and Montérégie*, is lacking, which means that, for most of our schools, students who would need specialized services, often offered only in Montreal, do not receive these services. The consequence is that, despite all the efforts deployed by the schools, some students quickly become at risk of failing;
- The sheer size of our territory renders the provision of certain services, especially by our own dedicated professionals, more demanding. Attracting teachers and professionals is also more difficult in the outlying regions;
- With 38% of our student population speaking French as a first language, the teaching of both English and French must be adapted in each school;
- One third of our schools are NANS schools;
- The ETSB has a very high proportion of students with IEPs;
- In 2006-2007, the Estrie region came 14th out of the 17 administrative regions in Quebec in terms of school drop-outs; the ETSB drop-out rate remains too high.

Programs, Initiatives, Approaches

Drop-out Prevention

To meet these challenges, the ETSB implemented a series of programs and measures to ensure student success. In 2003, with low results in reading and writing (English mother tongue) in Grade 6 and with a drop-out rate of 36.4%, the ETSB embarked on an ambitious program to provide all of its students and teachers with 24/7 one-to-one access to laptop computers. The intent of this program, known as the Enhanced Learning Strategy (ELS), was twofold: focus on learning and enhance student achievement in the areas of literacy and numeracy, and reduce the drop-out rate. For the 2008-2009 school year (data yet to be received from the MELS), we should start to see this strategy's impact on the drop-out rate, and the ETSB is waiting impatiently for the drop-out rate statistics. In terms of the other objective, to improve reading and writing results in the two official languages, it is also as of 2008-2009 that a positive impact among Grade 6 students should be observed.

Early Intervention Initiative

In 2006, the ETSB designed and began implementing a board wide early intervention (EI) strategy to assist Kindergarten and cycle 1 students experiencing reading difficulties. Given that students can quickly fall behind their peers if the reading difficulties are not diagnosed and remediated at an early age, the aim of the Early Intervention program is to provide additional support to those students in need of assistance so that they can learn to read at a pace comparable to their peers. Although the full effect of the EI program will only be seen for the first time in 2014 when the students will have reached grade 6, it is hoped that by the time these same students have reached secondary 5 in 2019, the percentage of students who have remained in school until certification will have significantly increased.

Language Initiative

Bilingual learning is a priority at the ETSB. An extended Language Initiative has been in existence since 2001 in all of our schools to ensure that our students benefit from quality education in both of Canada's official languages. Given the different demographics at play in schools located in various locations throughout the school board, schools have tailored their services to meet the needs of their students while respecting certain minimal requirements established by the school board in each of the languages of instruction. For example, several elementary schools use the French mother tongue exam to evaluate their students rather than the French second language exam. Support to schools comes from various sources including the services of three pedagogical consultants who provide assistance to teachers and schools in matters related to language acquisition.



Prelude

Prelude, a versatile game used in schools and various community agencies, was first used as a pilot project across the Eastern Townships School Board in 2007. This is a game that promotes the development of social and emotional skills (competencies) in individual students and the class as a whole. Since 2009, *Prelude* has been incorporated in all Level 1 (high school) classes in the ETSB as a strategy to reduce the drop-out rate. The students who played the game in Level 1, will play it again in Level 5. The goal is to build self-respect, gain a better understanding of oneself and others, and create a more positive school environment and culture.

Finally, since the 2006-2007 school year, the ETSB and its schools have been focusing their discussions on results. Although improved student success is clearly the result, especially at the high school level, enhanced use of the data is recommended.

Our Strategic Plan's

THREE MAIN ORIENTATIONS

-  *Ensure the academic, social and personal success of our students in the youth, adult and vocational sectors;*
-  *Empower and support our personnel in their efforts to offer the highest quality level of services to our students;*
-  *Promote effective partnerships and communication with parents and communities.*

Orientation 1

Ensure the academic, social and personal success of our students in the youth, adult and vocational sectors

Goal 1.1 Increase graduation and qualifications rates

Specific data and interpretation

Table 1 Comparison of graduation rates after 7 years: ETSB students vs. all students in the Quebec Public School System (Quebec)									Interpretation
	2005		2006		2007		2008		
	ETSB	Quebec	ETSB	Quebec	ETSB	Quebec	ETSB	Quebec	
Both genders	58.6%	67.0%	60.8%	67.7%	57.3%	68.4%	63.7%	68.5%	
Youth Sector	54.7%	59.6%	53.3%	60.5%	47.9%	60.5%	57.2%	60.5%	
Adult Sector	3.3%	5.0%	6.8%	4.9%	8.4%	5.3%	6.1%	5.4%	
Vocational Training Sector	0.6%	2.4%	0.9%	2.4%	1.1%	2.6%	0.4%	2.7%	

Source: Portrait des statistiques ministérielles, octobre 2009, MELS

* ISPJ : *Insertion sociale et professionnelle des jeunes*
 * CFER : *Centre de formation en entreprise et récupération*

The data in Table 1 represents the graduation rates after seven years for cohorts of students from the ETSB and for the Quebec public school system as a whole. It indicates that the graduation rate for the ETSB is lower than the provincial rate. It is important to note that, prior to the 2007-2008 school year, the ETSB did not offer qualifications recognized by the MELS, such as ISPJ* or CFER*, which had a negative impact on the ETSB's graduation rates. This finding has incited the ETSB to develop and/or improve its specific supervision and support measures for students at risk of dropping out of its secondary schools. The data representing the graduation rates in the Adult Sector reveals that the ETSB rate is favourably affected by these students in relation to other school boards, but the rate of students graduating in the Vocational Training Sector is lower than the average of school boards.

Table 2 Comparison of graduation rates after 7 years: students from the ETSB - girls and boys vs. all students in the Quebec Public School System (Que.)

	2005		2006		2007		2008	
	ETSB	Que.	ETSB	Que.	ETSB	Que.	ETSB	Que.
Boys	48.7%	59.1%	53.6%	60.1%	45.2%	61.2%	57.3%	61.5%
Girls	67.9%	75.1%	68.5%	75.8%	70.4%	76.0%	71.0%	75.7%

Source: Résultats aux épreuves uniques de juin 2008 et diplomation, MELS

Interpretation

The data in Table 2 indicates the graduation and qualification rates after seven years for girls and for boys from the ETSB and for the Quebec public school system as a whole. It shows that the ETSB rates are lower than those of the province for girls and for boys. Furthermore, the gap that exists in the two genders is enormous: the rate for girls is higher by 14-19 percentage points, depending on the cohort. It is therefore urgent to develop specific intervention strategies targeting boys at risk of dropping out. Beyond what has been stated above, developing boys' engagement in their own learning and keeping their interest through innovative pedagogical practices, including the ELS, should be encouraged. Measurable objectives for the ELS are therefore required to strengthen the commitment of these students.

Table 3 Comparison of success rates of ETSB students vs. all students in the Quebec English Public School System (Que.) in MELS sanctioned examinations (secondary 4, uniform examinations)

MELS Sanctioned Subjects	ETSB	Que.
History – Secondary IV		
2006	64%	67%
2007	82%	80%
2008	69%	65%
2009	*	*
Science – Secondary IV		
2006	68%	69%
2007	72%	69%
2008	83%	78%
2009	*	*
Mathematics – Secondary IV		
2006	80%	76%
2007	72%	83%
2008	71%	80%
2009	*	*

Source: Résultats aux épreuves uniques de juin 2008 et diplomation, MELS

Interpretation

The data in Table 3 indicates that the success rates of ETSB students in ministerial examinations, that are compulsory for a diploma, are around the provincial average in History and Science, but are lower than the same average in Mathematics. In order to attain certification goals that the Minister has fixed at 74% for ETSB, we believe that it is important to increase the success rate of our students in these three examinations to over 80%.

* Take note that there were no ministerial exams in 2009 since the implementation of new courses in Secondary IV, and that none are expected before 2012. In order to continue the follow-up of these students' success rates, ETSB will use common examinations in the three subject areas as of June 2011.

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
<p>Increase the graduation and qualification rates after 7 years of study</p>	<p>Increase the graduation and the qualification rates from 63.7% in 2008 to 68.0% in 2013</p>	<p>MELS graduation and qualification rates, after 7 years of studies</p>	<p>2013</p>	<p>1. In January of each year, the Drop-out Prevention Pedagogical Consultant, with the high school administrators, draws up a list of students registered in Level 5 who are at risk of not getting a diploma. The school administrations, with support from the school's student services, develop specific supervision measures for each of these students.</p> <p>2. By the second week in July, the high school administrators, with the support of Student Services, elaborate on the actions to take for all the students registered in Secondary 4 and 5 and having failed at least one ministry exam. Each school, with ETSB financial assistance, organizes a Summer School program to prepare the students for the August Supplemental exams. ETSB provides transportation to the students taking part. For those who cannot travel, online access provided by LEARN is organized. For the students who are not successful in August and return to high school, support measures are organized by the school as soon as the new school year begins. For the others, an individual follow-up is done by Student Services in order to assure that the students receive the information and support they need to continue in the Adult Sector.</p>	<p>The Director of Pedagogical Services ensures that the measures are in place by March 1 and reports to the Director General (DG) on March 1st.</p> <p>The Director of Pedagogical Services, with the high school administrators, ensures that the measures for Summer School are in place by June 30, and that the information is well communicated to parents and students. June and August exams results are reported to the DG at the end of September, and to the Directors' Committee and the Secondary Principals Table at the beginning of October.</p>

Objectives	Targets	Indicators	Deadline	Means	Follow up
<p>Increase the graduation and qualification rates after 7 years of studies</p>	<p>Increase the graduation and qualification rate of boys from 57.3% in 2008 to 64% in 2013</p>	<p>MELS graduation and qualification rates, after 7 years of studies</p>	<p>2013</p>	<p>3. In order to improve the results of different sanctioned examinations, and in particular the Secondary 4 Science, Mathematics and History examinations, the pedagogical consultants work with the teachers in the elaboration of Learning and Evaluation Situation (LES) and Evaluation Situation (ES). Common examinations are developed each year and are administered during and at the end of the school year.</p> <p>1. In addition to the Prelude approach already in place in high school cycle 1, develop specific intervention strategies targeting boys at risk of dropping out, between now and December 2010.</p> <p>2. The ELS Principal (laptops) will determine quantifiable objectives to integrate the ELS into learning, including at least one objective targeting boys.</p>	<p>The Pedagogical Consultants report to the Director of Pedagogical Services regarding the elaboration of LES and ES in January and in May. The results of the ES for the three high schools are analyzed by the high school administrators and an end of year report is submitted to the DG at the end of September.</p> <p>The DG supervises the development of strategies for boys at risk of dropping out and ensures that a plan presenting these is completed by December 15, 2010.</p> <p>The ELS Principal presents a plan to the DG by July 1, 2010.</p>

Goal 1.2 Reduce drop-out rate

Specific data and interpretation

Table 4 Comparison of the ETSB drop-out rate with that of the Estrie public system and Quebec's public system							Interpretation
	2003	2004	2005	2006	2007	2008	<p>The data in Table 4 represents the drop-out rate for the ETSB, the public school system in Estrie, and Quebec's public system (72 school boards). It indicates that the ETSB drop-out rate is higher than that for the province as a whole and for the Estrie public system. In 2006, this finding prompted the ETSB to become a committed partner in the action and mobilization plan to address the dropping out situation and to increase graduation rates, established by the <i>Table estrienne de concertation Interordres en Education</i> (www.reussiteeducativeestrie.ca). Through this project, guidelines were developed to provide follow-up of drop-outs and more effective monitoring throughout the year. Even closer monitoring is required.</p> <p>* 135 dropouts for a drop-out rate of 28.7% if the 29 out of province students are taken into account.</p>
ETSB drop-out rate (student dropouts)	36.4% (155 students)	40.5% (167 students)	41.6% (170 students)	33.7% (148 students)	35.5% (158 students)	34.8%* (164 students)	
Estrie - public system	33.4%	34.1%	35.7%	31.6%	33.1%	26.9%	
Quebec - public system	28.1%	28.1%	27.8%	27.6%	29.0%	25.8%	

Source: AGIR, MELS data

Table 5 Annual number of withdrawals without a diploma or qualification (drop-outs) ETSB					Interpretation
	ETSB				<p>The data in Table 5 indicates the number of students having left without a diploma or qualification by level. In the end, it is at the Secondary 5 level where the largest number of students quit. We must pay particular attention to the students at the Secondary 4 and 5 levels by putting different strategies in place.</p>
	2003-2004	2004-2005	2005-2006	2006-2007	
Both genders, total	167	170	148	158	
Secondary Cycle 1	25	31	31	19	
Secondary 3	26	29	30	39	
Secondary 4	41	40	41	39	
Secondary 5	75	70	46	61	

Source: Portrait des statistiques ministérielles, octobre 2009, MELS

Table 6 Rate of annual withdrawals without a diploma or qualification (drop-outs) ETSB and the Quebec Public School System (Que.)

	2003-2004		2004-2005		2005-2006		2006-2007	
	ETSB	Que.	ETSB	Que.	ETSB	Que.	ETSB	Que.
Both genders	40.5%	28.1%	41.6%	27.8%	33.7%	27.6%	35.5%	29.0%
Boys	48.8%	35.4%	54.0%	35.1%	38.6%	34.6%	42.1%	35.8%
Girls	32.0%	20.7%	29.7%	20.5%	28.4%	20.8%	28.3%	22.2%

Source : *Portrait des statistiques ministérielles, octobre 2009, MELS*

Interpretation

The data in Table 6 indicates the rate of withdrawals without a diploma or qualification after 7 years for girls and boys of the ETSB and for the Quebec Public School System as a whole. It shows that the ETSB rates are higher than those of the province as much for the girls as for the boys. Furthermore, the gap that exists between the two genders is enormous; the rate for girls being lower by 10-24 percentage points depending on the cohort. Therefore, it is urgent to prepare specific intervention strategies targeting boys at risk of dropping out. Beyond what has been stated above, developing boys' engagement in their own learning and keeping their interest through innovative pedagogical practices, including the ELS, should be encouraged. Measurable objectives for the ELS are therefore required to strengthen the commitment of these students.

Table 7 Proportion of ETSB students leaving without a diploma or a qualification, per semester

	July-September	October-December	January-March	April-June
2007-2008	59%	7%	17%	16%
2008-2009	70%	8%	10%	12%

Source: *ETSB Internal Data*

Interpretation

The data in Table 7 shows the proportion of students having left without a diploma or qualification, by semester. The summer period is unquestionably "most harmful". That is why we developed follow-up measures to reach all our students registered in our high schools who do not return in September (appendix A). It is imperative to develop strategies to reach students and their parents during this period to emphasize the importance of school.

Table 8 Reasons given by ETSB students who leave school without a diploma or qualification			Interpretation
	2007-2008	2008-2009	
Have a job – taste for independence or financial difficulties	17%	24%	<p>The data in Table 8 indicates the reasons most often given by students for leaving school without a diploma or vocation qualification. Data from the past two years demonstrate that most students cite an employment-related reason for leaving (either they have a job or are seeking for employment), a desire for independence or financial difficulties. It is important to know that, over the past several years, the high proportion of jobs in Estrie requiring few qualifications and no high school diploma has created what we refer to as a “calling effect.” Boys are more susceptible to this calling effect and have more of a tendency than girls to quit school to take these jobs that will enable them to reach some of their short-term goals. Although several manufacturing businesses have since closed, a number of tourism and service jobs are still available to young people in our area. All secondary school principals currently sit on local committees that are working to implement strategies to increase awareness among employers, parents and students of the need for a healthy school/work balance.</p>
Looking for a job – taste for independence or financial difficulties	18%	22%	
Lack of interest	0%	4%	
Personal reasons	8%	6%	
Poor school performance	10%	1%	
Conflicts with staff	7%	2%	
Attending adult ed – a verification showed that the student is not really attending	9%	10%	
<p><i>Source: ETSB Internal Data</i></p>			

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
Reduce the number of withdrawals without a diploma or qualification (drop-outs)	Reduce the number of drop-outs from 164 in 2008 to 144 in 2013 and to 120 in 2020.	Number of annual withdrawals without a diploma or qualification (drop-outs) among students registered in the Youth Sector.	2013	<ol style="list-style-type: none"> 1. The Drop-out Prevention Pedagogical Consultant verifies that the guidelines for monitoring drop-outs (Appendix A) are being applied by analyzing quarterly data (Appendix B) and the reports produced by high school administrators concerning the September follow-up are completed. 2. Between now and June 2010, the Drop-out Prevention Pedagogical Consultant develops different strategies to follow-up with students and their parents during the summer. 3. The Drop-out Prevention Pedagogical Consultant works with high school administrators in their efforts to increase awareness among employers and in preparing an Activities Report each year. 4. Make accessible to the four high schools (including the Eastern Townships Learning Centre) extra-curricular activities that are of interest to boys such as sports. 	<p>The Director of Pedagogical Services ensures that the guidelines are applied and reports to the DC in October, February and May.</p> <p>The DG ensures that the summer follow-up strategies are implemented and reports to the DC in September.</p> <p>The DG ensures that the action is taken and reports to the DC in October, February and May.</p> <p>The Director of Pedagogical Services presents a plan to the DG in March.</p>

Goal 2.1 Improvement in English

Along with the improvement in French, the nine Anglophone School Boards have also as an objective to improve the competencies in English Mother Tongue (English Language Arts).

Specific data and interpretation

Table 9 Reading levels of students in English at the end of cycle 1 elementary (grade 2) as measured by the Developmental Reading Assessment (DRA) instrument			Interpretation
	DRA June 2008	DRA June 2009	The DRA score expected at the end of cycle 1 elementary is 28. Almost all of our students who do not need the double teaming intervention, which is part of our Early Intervention Program, scored at level or above, while those receiving the extra assistance scored below the 28 level resulting in board wide average scores for all students below the at level score of 28. The gap between the top students and the students receiving the lower scores is narrowing, however, in large part due to the Early Intervention program, and future results should reflect this with higher overall scores.
Average score	26	24	
At level score	28	28	
<i>Source: ETSB internal data</i>			

Tableau 10 ETSB success rates, MELS Compulsory ELA examination, Reading, End of Cycle 3 Elementary (Grade 6)					Interpretation
	2006	2007	2008	2009	The data in Table 10 shows the success rate in Reading, English Language Arts, Ministry Compulsory examination for students in Grade 6. The School Board is concerned with these results that show that less than 50% of students succeed in the Reading segment of this Ministry examination. These examinations are indicative of the steps taken to provide the necessary professional development to teachers who must learn certain aspects of evaluation by competency.
ETSB	39%	45%	37%	48%	
<i>Source: ETSB internal data</i>					

Table 11 ETSB success rates, MELS ELA exam, in Writing, End of Cycle 3 Elementary (Grade 6)					Interpretation
	2006	2007	2008	2009	The data in Table 11 indicates the success rates of the English Language Arts, in writing component, in the MELS exam for Grade 6 students. These results are better than those in reading and have shown ongoing improvement, in part due to the introduction of strategies, such as the The Daily Five and Six Traits of Writing, as well as the use of laptops that facilitate writing on a daily basis in all subject areas. The ETSB believes that more improvement is necessary since the success rate is not yet high enough.
ETSB	50%	57%	62%	66%	
<i>Source: ETSB internal data</i>					

Table 12 ETSB success rates, ELA, End of Cycle 3 Elementary (Grade 6), <i>Bilan</i>			Interpretation
	2008	2009	The data in Table 12 indicate the English Language Arts results for Grade 6 students in the Bilan (report card). The gap between the data from the ministry exam and the Bilan results, for the 2008 and 2009 school years, is surprising and requires more in-depth analysis.
Reading	79%	80%	
Writing	78%	81%	
<i>Source: ETSB internal data (report cards)</i>			

Table 13 Comparison of the success rates and of the average, Ministry Uniform Exam, English Language Arts, end of cycle 2 (Secondary 5), ETSB vs. the Quebec Public School System (Que.)

	2006		2007		2008		2009	
	Succ. Rate	Avg.	Succ. Rate	Avg.	Succ. Rate	Avg.	Succ. Rate	Avg.
ETSB	87.4%	69.2%	83.0%	68.0%	96.2%	70.9%	78.7%	65.8%
Que.	92.2%	72.4%	92.2%	72.1%	92.6%	73.0%	89.0%	70.5%

Source: Résultats à l'épreuve unique du MELS 2006-2009

Interpretation

The data in Table 13 represents the results of the Ministry Uniform Examination in English Language Arts for the students in Secondary 5. Despite the fact that the student success rate is generally high, it is lower than the average of the Quebec Public School System in three of the four years reported in the table. Furthermore, the average mark obtained for ETSB is consistently lower than the provincial average. The goal is then not only to increase the success rate, but to also ensure that, in increasing this rate, there will also be an improvement in the students' competencies in this language which should normally be reflected by higher averages.

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
Increase the reading scores of cycle 1 elementary (Grade 2) students in English	To have students reading at level in English by the end of cycle 1 elementary (Grade 2)	Reading results reported and tabulated following the end of cycle assessments of all cycle 1 elementary (Grade 2) students	2013	1. Regular training sessions are organized by the pedagogical consultants responsible for Early Intervention and language acquisition on effective assessment and teaching strategies. Data analysis sessions are offered to school principals and school teams as needed. Specific instruction in and modeling of reading strategies are offered on-site when desired and possible.	Results are submitted to the elementary principals' table and to the directors' committee in October to evaluate the progress of the program and to align the training needs for the coming school year.
Increase the success rate in reading in the MELS English Language Arts, at the end of cycle 3 elementary (Grade 6) exam	Increase the success rate in reading from 48% in 2009 to 60% in 2013	Success rate in Reading in MELS end of cycle 3 elementary exam (Grade 6)		2. Beginning in September, results from the previous year for Grade 6 students in the MELS exam and school board exams as well as the <i>Bilan</i> results are analyzed for each school by the Educational services. Pedagogical Consultants will then meet with school administrators, where the success rate is less than 70%, to identify the vulnerable areas and determine the measures to be put in place.	The schools' results are presented to the Directors' Committee by the Director of Pedagogical Services in September. In November, the Director of Pedagogical Services presents a report to the Directors' Committee that indicates the measures put into place by the schools.
Increase the success rate in Writing in the MELS English Language Arts end of cycle 3 elementary (Grade 6) MELS exam	Increase the success rate in Writing from 66.0% in 2009 to 75.0% in 2013	Success Rate in Writing in MELS end of cycle 3 elementary (Grade 6) exam			
Increase the success rate in Writing in the MELS English Language Arts exam, end of cycle 2 (Secondary 5)	Increase the success rate in Writing from 78.7% in 2009 to 85.0% in 2013 and increase the average mark from 65.8% in 2009 to 70.0 % in 2013	Success rate and average mark in Writing in MELS end of Secondary cycle 2 (Secondary 5)		3. The Pedagogical Consultants ensure that best practices, such as <i>The Daily Five</i> and <i>The Six Traits of Writing</i> are understood and used by the teachers by training sessions and by working with the teachers directly in their classrooms. They ensure that the EI approach is well understood and implemented.	The Director of Pedagogical Services follows up on these measures and reports to the Directors' Committee in January and May.

Objectives	Targets	Indicators	Deadline	Means	Follow up
				<p>4. Training sessions in Differentiated Teaching which have already commenced, will be offered to all teachers in elementary and secondary levels.</p> <p>5. The Pedagogical Consultants work with elementary and secondary level teachers in the development of ES and LES and give training sessions in this area.</p> <p>6. Correction Centers for MELS examinations are organized and all teachers participate. This allows for uniformity in the results as well as a collective professional development opportunity.</p>	<p>The Director of Pedagogical Services works with the Pedagogical Consultants and report to the Directors' Committee in January.</p> <p>The Director of Pedagogical Services re-checks these measures with the Pedagogical Consultants and presents them to the Elementary and Secondary Principals Tables.</p> <p>The Director of Pedagogical Services sees to, with the Pedagogical Consultants, the organization of these centers and the gathering of results that are submitted to the Principals' Tables and the Directors' Committee in October.</p>

Goal 2.2 Improvement in French

Specific data and interpretation

Table 14 Reading levels of students in French at the end of cycle 1 elementary (grade 2) as measured by the Alpha-Jeunes instrument.			Interpretation
	Alpha-Jeunes 2008	Alpha-Jeunes 2009	Alpha-Jeunes is a measurement tool that establishes the reading level of French mother tongue students. It is a good source of information for the ETSB to evaluate the progress made by students but the “at level score” of 19 is not at present achievable given that 61% of our students come from English mother tongue homes. Since no comparable instrument exists for French second language learners, the tool will continue to be used. A few more years will be needed to establish the correct “at level score” of ETSB students.
Average Score	10	12	
At Level Score	19	19	
<i>Source: ETSB internal data</i>			

Table 15 Cycle 3 Elementary French Second Language. Success rates on common school board exams administered at the end of cycle 3 (grade 6).					Interpretation
	2006	2007	2008	2009	The results on the common board exam are satisfactory and on the rise. Although this may be partially attributed to the fact that 38% of our students have French as a mother tongue, it is equally probable that the addition in 2008 of a second French Second Language consultant to support our schools and teachers has had an impact on our students’ success.
Reading	77%	75%	82%	85%	
Writing	79%	43%	80%	80%	
<i>Source: ETSB internal data</i>					

Table 16 Comparison of success rates and the global average mark: ETSB vs. the Quebec public school system (Que.) in the French as a Second Language Uniform examination, Writing and Reading as well as the global mark, end of Secondary Cycle 2 (Level 5)

WRITING	2006		2007		2008		2009	
	Succ. Rate	Avg	Succ. Rate	Avg	Succ. Rate	Avg.	Succ. Rate	Avg.
ETSB	79.2%	73.7%	83.7%	74.6%	89.4%	76.9%	86.3%	75.0%
Que.	85.7%	73.4%	85.5%	73.5%	86.1%	74.0%	83.4%	72.1%
READING	2006		2007		2008		2009	
	Succ. Rate	Avg	Succ. Rate	Avg.	Succ. Rate	Avg.	Succ. Rate	Avg.
ETSB	87.4%	76.8%	63.4%	65.5%	76.1%	70.2%	71.0%	69.0%
Que.	81.6%	73.5%	57.5%	62.1%	66.1%	65.5%	61.5%	64.6%
GLOBAL	2006		2007		2008		2009	
	Succ. Rate	Avg.	Succ. Rate	Avg.	Succ. Rate	Avg.	Succ. Rate	Avg.
ETSB	92.6%	80.5%	85.1%	74.3%	92.0%	78.0%	92.8%	77.9%
Que.	94.1%	78.8%	82.1%	70.4%	88.7%	74.1%	88.6%	73.4%

Source: Résultats à l'épreuve unique du MELS 2006-2009

Interpretation

The data in Table 16 indicates the results in writing and reading as well as the global results in French as a Second Language, in the MELS Uniform Examination for students in Secondary 5. Since 2008, ETSB results are higher at all levels than those of the province as a whole, as much at the success level as of the average marks. Nevertheless, in order to graduate bilingual students, the ETSB wishes to improve these results even more, particularly at the reading level, where the student success rate dropped to 71,3% in 2009. Since the province-wide results are 10 percentage points lower than those of ETSB, we envision a success rate in reading to match the success rate in writing, that is, higher than 80%.

The average mark is included in this table, as the goal is not just to increase the success rate, but to also ensure that there will be an improvement in the students' competencies in this language which normally should be reflected by higher averages.

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
Increase the reading scores of cycle 1 elementary (Grade 2) students in French	The “at level reading score” in French (using Apha-Jeunes) will need to be determined given that the instrument used is for Francophone students. Another two year’s worth of data will enable us to establish an “at level score” for the Alpha-Jeunes assessment	Reading results reported and tabulated following the end of cycle assessments for all cycle 1 elementary (Grade 2) students	2013	1. Pedagogical consultants ensure that best practices such as <i>Les cinq au quotidien</i> and <i>Écrire avec plaisir, un trait à la fois</i> , are understood and used by teachers through training sessions and by working with the teachers directly in their classrooms. They ensure that the EI approach is well understood and implemented.	The results by school are presented to the DC by the Director of Pedagogical Services as of September. In November, the Director of Pedagogical Services presents a report to the DC, setting out the measures implemented by the schools.
Increase the success rates on the reading and writing portions of the French Second Language common board assessment, at the end of cycle 3 elementary (Grade 6)	Increase the success rates in reading from 85.0% in 2009 to 90.0% in 2013 and in writing from 80.0% in 2009 to 85.0% in 2013	Success rate on the French Second Language common board assessment		2. Beginning in September, results from the previous year for Grade 6 students in the MELS exam and school board exams as well as <i>Bilan</i> results are analyzed for each school by the Educational Services. Pedagogical consultants will then meet school administrators, where the success rate is less than 70%, to identify the vulnerable areas and determine the measures that need to be put in place.	The Director of Pedagogical Services monitors these two means and reports to the DC in January and May.
Increase the ETSB success rate in the MELS FSL exam at the end of secondary cycle 2 (Level 5)	Increase the success rate in Writing from 86.3% in 2009 to 90.0% in 2013 with an increase of the average mark from 75.0% in 2009 to 78.0% in 2013	Success rate on the French ministry exam (FSL), secondary Level 5, written section		3. Pedagogical consultants work with the elementary teachers in developing ES and LES, and give training sessions pertaining to them.	The Director of Pedagogical Services sees to, with the Pedagogical Consultants, the organization of the Correction Centers and the gathering of the results which are submitted to the Secondary Principals and Directors’ Committee Tables in October.

Objectives	Targets	Indicators	Deadline	Means	Follow up
	<p>Increase the success rate in Reading from 71.3% in 2009 to 76.0% in 2013 with an increase of the average mark from 69.0% in 2009 to 72.0% in 2013</p>	<p>Success rate on the Ministry Uniform exam in French as a Second Language, Secondary 5, Reading</p>		<p>1. In September, the results in reading and writing for the previous year for Secondary 5 students (Ministry exams) are analyzed by Educational Services for each school. The Pedagogical Consultants then meet the school administration where the success rate is lower than 75.0% to identify the weaknesses and determine which measures, indicated here below, will be put in place:</p> <ul style="list-style-type: none"> i) The Pedagogical Consultants work with the secondary teachers in the development of ES and LES and give training sessions. ii) The Pedagogical Consultants promote the New Grammar, daily reading practices and the production of at least one written text per week in the secondary classes. iii) The Pedagogical Consultants ensure that best practices such as <i>The Daily five</i> and <i>The six Traits of Writing</i>, are known and used by the teachers by giving training sessions and working with the teachers directly in class <p>2. Correction Centers for the Ministry examinations are organized and all the teachers participate. This allows for uniformity in the results and as well as a collective professional development opportunity.</p>	

Goal 2.3 Improvement in Mathematics

Specific data and interpretation

Table 17 Success rates on common school board assessment administered at the end of the cycle 1 elementary (Grade 2)					Interpretation
Applications	2006	2007	2008	2009	There is a clear progression during the 4-year period in the results obtained by our students on the common board exam. A better understanding of the new program by teachers and the support that cycle 1 teachers have been receiving from the math consultants in recent years would be contributing factors to the improving results.
Arithmetic	49%	42%	57%	60%	
Geometry	69%	46%	78%	74%	
Measurement	32%	32%	71%	59%	
Statistics	35%	30%	62%	78%	
Situational Problem	69%	35%	36%	56%	
<i>Source: ETSB internal data</i>					

Table 18 Success rates on the MELS compulsory exam administered at the end of cycle 3 elementary (Grade 6)					Interpretation
Applications	2006	2007	2008	2009	Although there is a clear progression during the 4-year period in the results obtained by our students on the MELS compulsory exam, the fact that just a little over 50% of them achieve success on all of the elements being assessed continues to be one of the school board's main concerns. It is understood that the exam provides a snapshot and not the complete picture when comes time to evaluate students' competencies in math but it does, at the same time, provide us with information that allows us to target specific professional development interventions that can assist those teachers who may still be mastering how to evaluate student learning by competency development.
Arithmetic	56%	27%	56%	55%	
Geometry & Measurement	48%	45%	52%	53%	
Statistics & Probability	38%	21%	49%	52%	
Situational Problem	34%	42%	32%	53%	
<i>Source: ETSB internal data</i>					

Table 19 Rates and Average Marks on the final school report for students taking various secondary 4 math programs.

	2006		2007		2008		2009	
	Success Rate	Average Mark	Success Rate	Average Mark	Success Rate	Average Mark	Success Rate	Average Mark
ETSB	80.1%	67.6%	77.0%	64.9%	76.2%	65.2%	67.6%	62.0%

Interpretation

The 2008-2009 school year saw the introduction of three new math courses at secondary 4. General agreement amongst math teachers is that these courses are much more demanding of students than the previous two courses that had been in existence for approximately 20 years. This, coupled with the fact that teachers were new to the programs themselves and still had had only a small amount of training, can account for the marked drop in the success rate as compared to those of the previous three years. It should be noted that successful completion of secondary 4 math is a prerequisite to obtaining a High School Diploma.

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
Increase the success rate in cycle 1 elementary (Grade 2) Mathematics	Increase the success rates in each of the applications being assessed by 10 points of % by the year 2013.	Success rate	2013	1. The Math Pedagogical Consultant organizes and facilitates local workshops on the new programs and coordinates the participation of teachers in training sessions organized regionally and provincially.	The results by school are presented to the DC by the Director of Pedagogical Services as of September. In November, the Director of Pedagogical Services presents a report to the DC, setting out the measures implemented by the schools.
Increase the success rate in cycle 3 elementary (Grade 6) Mathematics	Increase the success rates in each of the applications being assessed by 10 points of % by the year 2013.			2. She also schedules pre-determined visits to those schools that are regularly performing below the board average to work with individuals and with groups of teachers on effective approaches to the learning and teaching of math.	The Director of Pedagogical Services monitors these two means and reports to the DC in January and May.
Increase the success rate in secondary 4 mathematics	Increase the success rate from 67.6% in 2009 to 80% in 2013.				

Goal 3 Improve school success and qualification among students with special needs

The ETSB does not have specific internal data concerning the graduation or qualification of students with special needs. Therefore, a system needs to be put in place to be able to obtain and use such data.

The school board currently has a transition plan for students with special needs to progress from elementary to secondary school but it intends to formalize and improve it, as well as expanding it to all elementary students.

The ETSB has established the Work Oriented Training Path (WOTP) programs in all of its secondary schools. This facilitates the access to receive a qualification for students with special needs.

Specific data and interpretation

Table 20 Proportion of students identified with special needs (EHDAAs)					Interpretation
ELEMENTARY					
	2004-2005	2005-2006	2006-2007	2007-2008	The proportion of students with special needs corresponds to the number of students with an IEP. At the ETSB, we encourage each school to create an IEP for each student who needs one, while ensuring, that all IEPs created are active and contain measurable, attainable objectives. We note that this approach has resulted in a significantly higher proportion of students with special needs, compared to other school boards in Quebec, but we believe that it is worth the effort. We are working on, and succeeding at, reducing the percentage, due partly to the positive effects of the Early Intervention program.
ETSB	24.1%	24.3%	29.1%	27.1%	
Public system	15.1%	15.7%	15.2%	15.5%	
SECONDARY					
	2004-2005	2005-2006	2006-2007	2007-2008	
ETSB	31.7%	36.9%	34.3%	34.8%	
Public system	17.8%	18.7%	19.4%	19.9%	

Source: AGIR, MELS data

Table 21 Integration rate of students identified with special needs (EHDA)					Interpretation
ELEMENTARY					<p>In the ETSB, we have a significantly higher rate of integrating students with special needs than most of the other school boards in Quebec. Several issues explain this situation. One stems from the Council of Commissioners' philosophy of integrating special needs students into their local school and into regular classes, wherever possible. Another factor is the geographical area we cover. This area is vast and the creation of special classes in designated locations, especially in the elementary sector, would significantly increase the hours students spend travelling on school buses each day. We believe that integrating students with special needs into regular classes enriches the life and development of peers who attend school with them.</p>
	2004-2005	2005-2006	2006-2007	2007-2008	
ETSB	99.9%	99.9%	99.9%	99.7%	
Public system	79.9%	80.1%	80.1%	79.5%	
SECONDARY					
	2004-2005	2005-2006	2006-2007	2007-2008	
ETSB	74.6%	80.0%	81.2%	82.2%	
Public system	44.5%	46.1%	45.5%	46.4%	
<i>Source: AGIR, MELS data</i>					

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
Increase the qualification rate of students with special needs registered in one of the Pathways	Baseline data to be used to determine the target will be established by December 1, 2010	Qualification rates of students with special needs in the Pathways	December 2010	<ol style="list-style-type: none"> As of September 2010, a data processing system will be put in place to follow the progression of all special needs students. 	The Director of Complementary Services and ICT coordinator will ensure that this system is implemented.
Increase the graduation rate of students with special needs in all the programs of the ETSB	Target to be established by June 2011	Graduation rates of students with special needs in all of the ETSB programs		<ol style="list-style-type: none"> A plan concerning the transition from elementary to high school will be expanded on to include all students by December 2010. WOTP is in place in all 4 secondary schools of ETSB. 	The Director of Complementary Services reports to the DG on the progress of these two means in December 2010 and March 2011.

Goal 4.1 Continue to Make Schools and Centres Safe

The ETSB adopted a Safe School Policy in 2006, recognizing that a sense of safety at school is critical to both students and staff. The policy is based on three key elements: a proactive violence prevention program in each school; a protocol to prevent and effectively and efficiently react to serious incidents; and a protocol to deal with emergency situations. Following the adoption of this policy, the ETSB asked all of its schools and centres to develop local violence prevention programs. There are 79% of the schools and centres that have completed this task.

The ETSB also developed a detailed pandemic plan in 2007. Following the implementation of this plan, all schools and centres created Local Emergency Response Teams (LERT).

Recognizing that it is very difficult to measure a sense of safety among our staff and students without clear data, the ETSB initiated, in January 2010, the use of the Tell Them From Me (TTFM) tool in all of its schools. The TTFM survey tool has been developed by the Learning Bar group and it allows us to survey all students and staff about their feelings and perceptions of various aspects of their life at school. These include, among others: comfort and sense of security; relationships with teachers/students; and lifestyle choices.

Specific data and interpretation

Table 22 Number of schools with a violence prevention program				Interpretation
	2007	2008	2009	
Number of schools	8	12	19	The data in Table 22 indicates that, as of June 2009, 19 of our 24 schools had developed and implemented violence prevention programs. The ETSB's intention is that all of its institutions (24 schools and 4 centres) establish such a program.
<i>Source: ETSB internal data</i>				

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
Increase the sense of safety among our students	Baseline data to be used to determine the target will be established by June 30, 2011, using TTFM	% of students who indicate that they feel safe	2011	<ol style="list-style-type: none"> 1. Baseline data using TTFM will be established between now and June 2011. 2. Interventions based upon the data from the TTFM will be developed to address the identified areas of concern. 	<p>The Director of Complementary Services presents a clear definition of "serious incident" to the DC in December 2010.</p> <p>The Director of Complementary Services ensures follow-up of the two other means and reports progress to the DG in November 2010 and March 2011, with the support of the Director of Adult Education and Vocational Training, when applicable.</p>
Reduce the number of serious incidents occurring in our schools	Reduce the number of serious incidents by 5% per year	Number of serious incidents	2012	<ol style="list-style-type: none"> 1. Schools with a particularly high rate of serious incidences will be specifically supported by the professionals in Complementary Services. 	
	Between now and June 2011, all ETSB schools will have implemented a violence prevention program	Number of schools	2011	<ol style="list-style-type: none"> 1. The complementary services team meets the schools and centres that do not have these programs in order to provide support to the administration in developing and implementing such a program. 	
	Between now and June 2012, all ETSB centres will have implemented a violence prevention program	Number of centres	2012		

Goal 4.2 Encourage Healthy Eating

In 2005, the ETSB adopted a Policy on Good Health for our Students that recognizes the direct relationship between healthy nutritional approaches for our students and physical education on the one hand, and the academic achievement of our students on the other. This policy requires that all school cafeterias follow clear nutritional guidelines. Moreover, each school has implemented an educational program to promote good physical condition and to increase awareness of healthy and positive lifestyles.

In order to ensure the quality of the food served in our cafeterias, the ETSB gave a nutritionist a contract in 2008 to study the menus. Of the 16 schools (out of 24) with cafeterias, eight menus were completely in compliance with Canada's Food Guide, four were partially in compliance and four did not comply. The ETSB intends to award a new contract to the nutritionist for 2010-2011 to conduct the same study.

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
School cafeterias serve healthy foods that comply with Canada's Food Guide	All school cafeterias have menus that meet Canada's Food Guide	Number of schools with menus that are approved by the nutritionist	2012	1. As soon as they become available, share the nutritionist's recommendations with the schools with cafeterias.	The Director of Complementary Services reviews the nutritionist's report and ensures that the recommendations are put in place. He reports to the DC in January 2011 and 2012.

Goal 4.3 Encourage Physical Fitness

As of June 2010, 14 of our 24 schools have a program of activities that supplement the physical fitness of their students above and beyond the physical education curriculum. It is our intention that all students in the ETSB schools and centers benefit with such programs in the future.

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
That all students of the ETSB be offered opportunities to improve their physical fitness while at school	All schools and centres of the ETSB offer an ongoing physical fitness program above and beyond the physical education curriculum	Number of schools	2013	<ol style="list-style-type: none"> Proactive and ongoing programs in all of our schools and centres to promote the awareness and practice of physical fitness (both within and complementary to the curriculum). Schools will be encouraged to collaborate with outside agencies (Quebec en Forme, Quebec-Enfant, Kino-Quebec, etc.) in the pursuit of this objective. 	The Director of Complementary Services monitors both means and reports to the DC in June 2011 and 2012.

Goal 5 Increase the Number of Students under the Age of 20 in Vocational Training

The ETSB operates two vocational education centres, one in Cowansville and the other in Sherbrooke (Lennoxville). The Cowansville Vocational Education Training Centre, in partnership with the Commission scolaire du Val-des-Cerfs, provides one-stop services to both the French and the English-speaking communities in Brome-Missisquoi. Renovations of more than \$6.2 million were completed in 2008, and the centre currently has more than 140 *Élèves temps plein* (ETP).

The Lennoxville Vocational Training Centre offers bilingual services to train a specialized workforce, responding to the increasing needs to maintain, increase and improve skills and thus contribute to the socio-economic development of the Estrie region. The centre underwent \$4.5 million in renovations in 2006 and currently operates with more than 170 ETPs.

Specific data and interpretation

Table 23 Count of new subscribers in vocational trainings under the age of 20 years old					Interpretation
	2005	2006	2007	2008	The data in Table 23 indicates the number of new subscribers in vocational training of less than 20 years old in the vocational training centers of the ETSB, is stable since 2005. During these years, there were fluctuations but we anticipate an increase due to the “Salon FTP” which we offer to the students of the secondary sector as well as the continuation of the Exploration Program (Explo).
Number of students	75	83	62	73	
<i>Source: Table AGIR MELS</i>					

Objectives, Targets, Means and Follow up

Objectives	Targets	Indicators	Deadline	Means	Follow up
Increase the number of students under the age of 20 registered in vocational training	Increase the number of students under the age of 20 who start a vocational training program during a given year from 73 in 2008 to 90 in 2013	Number of students registered in vocational training before the age of 20	2013	<ol style="list-style-type: none"> 1. Develop, between now and June 30, 2010, for implementation in September 2010, an exit interview process for students who leave high school to determine if continuing their studies in one of our vocational education centres would be an option. Coordination between the person responsible for SARCA and the Guidance Counselors at the High Schools would ensure a follow up of all drop-outs. 2. Support and promote the Salon FTP, which takes place every fall, to ensure that students are informed and aware of all available programs. 3. School principals and centre directors support the <i>Volet III</i> programs to give students the opportunity to find out about the vocational education programs offered. A report will be produced by the administrators of these schools and centres. 4. The Youth Sector will be sensitized to the options available in the Vocational Training Sector. In partnership with Complementary Services, the guidance counselors will be given training and the necessary information in order to inform high school teachers and students of the various options available to them in Vocational Training. 	<p>The Director of Adult Education and Vocational Training ensures monitoring of these methods and presents the process to the DC in June 2010. In September 2010, he reports to the DC on the implementation.</p> <p>The Director of Adult Education and Vocational Training ensures the participation of ETSB high schools and reports to the DC within 30 days of the Salon.</p> <p>Following consultation with the High School Principals and the Centre Directors, the Director of Adult Education and Vocational Training will be made aware of the number of ETSB students participating in Exploration programs and report to the DC in June.</p> <p>The Director of Adult Education and Vocational Training will report to the DC when the information sessions will be offered to the counselors and how this information is being shared.</p>

Note: At this point, the current Strategic Plan (2008-2013) did not specify objectives, targets, indicators or means for the following orientations. For June 2010, it was decided to simply insert objectives, leaving the development of targets, indicators and means for the next strategic plan (2013-2018), when a much more extensive consultation will occur.

Orientation 2

Empower and support our personnel in their efforts to offer the highest quality level of services to our students

Goal 1

Support the continued professional development of our personnel and provide coaching and mentoring to administrators and teachers.

Goal 2

Put in place meaningful mechanisms to recognize the hard work, devotion, and success of ETSB personnel.

Orientation 3

Promote effective partnerships and communication with parents and communities

Goal 1

Support parents in their engagement in their children's success.

Goal 2

Create closer links with the English community in the Eastern Townships and with ETSB's "natural" partners on its territory (other school boards, universities, CEGEP and colleges, 8 MRCs) and around the world (*Conseil scolaire francophone de la Colombie-Britannique, Cirque du Soleil, Uruguay, etc.*).

Accountability and reporting to the community

Beyond the specific dates mentioned above to report to the Director General or the Directors' Committee (DC), charts for each of the objectives described in this partnership agreement will be generated using various tools, including Lumix, and submitted to the General Directorate on a monthly basis. A review of these results will be carried out quarterly by the DC, on December 1st, March 1st, June 1st and September 1st. These results will then be reviewed by the Planning and Development Advisory Committee (commissioners) at their December and June meetings.

The results will be included in each annual report and presented at the Council of Commissioners meeting in December.