



**EASTERN TOWNSHIPS
SCHOOL BOARD**

**COMMITMENT-TO-
SUCCESS PLAN
2023-2027**



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

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

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Purpose

The purpose of this document is to provide an account of both the Eastern Townships School Board's (ETSB) identity and goals for the 2023-2027 period. It is publicly-accessible, designed with all stakeholders in mind: students, parents, employees, community partners, governmental bodies, and more. It defines the identity of the ETSB: the demographics of its communities, statistics on the strengths and challenges particular to it, as well as the expectations of its clientele. It determines goals in terms of orientations, educational pillars, and specific targeted indicators enabling the measuring of said goals. Furthermore, it contains a service statement that declares what the ETSB expects of itself insofar as it serves its many diverse communities that compose its clientele.

To this end, the Commitment-to-Success Plan also contains the mission statement, vision statement, values, and mantra of the ETSB that have been derived following rigorous developmental and consultation processes. This project must reflect strategic planning and goals for a four-year period (2023-2027) consistent with those of the *Ministère de l'Éducation du Québec* (MEQ) over the same period.

Legal Framework

As a school board in Quebec, the Commitment-to-Success Plan relies on the legal framework as provided in Chapter I-13.3, Division IV, §2 of the Education Act as it was before the introduction of Bill 40 in February 2020. Essentially, the ETSB must produce a document fitting the above description, consistent with the MEQ's strategic planning and development and aligned in such a way as to be coherent with provincial orientations and objectives regarding the educational success of all students, be they youth or adult.

Commitment-to-Success Plan Working Committee

The ETSB's Commitment-to-Success Plan was developed with respect to the legal framework above through the formation of a Commitment-to-Success Plan Working Committee. This working committee was composed of individuals from across the ETSB's various sectors in order to best provide a representative voice of the ETSB's clientele. The committee included representatives from: teaching, support staff, professionals and administrators from the elementary, secondary, adult, and vocational sectors; the Central Parents' Committee and Special Education Advisory Committee; commissioners; and the ETSB's Pedagogical and Complementary Services as well as central administration personnel. Even the Central Students' Advisory Committee was involved throughout, not only for consultation, but to provide their voices directly for our orientations and objectives. The plan was developed through a series of working meetings between May 2022 and May 2023, participation in which produced, defined, and refined its contents through the collaboration of the members described above.

Consultation Overview

The *Ministère de l'Éducation* requires a rigorous consultation process in the development of the Commitment-to-Success Plan. All of the parties required for consultation were able to participate in the development team itself, ensuring excellent transparency and collaboration. Furthermore, the ETSB engaged in a wider consultation process with regional and local stakeholders in the fields of education (literacy and numeracy), health and social services, and other organizations concerned with youth or adult education. Both English and French organizations were contacted via survey to provide input regarding their perception of the ETSB, recommendations for our priorities, and to discuss potential collaboration. The ETSB received a response rate of 68% to these surveys. The information gathered through the direct involvement of those on the Working Committee as well as the responses to our surveys greatly contributed to refining the

Consultation Overview (continued)

orientations, objectives, and other elements of the Commitment-to-Success Plan. The wider process also provided an opportunity for further collaboration with these other stakeholders, which the ETSB will pursue in the coming months and years to strengthen ties with organizations also dedicated to the education and wellbeing of our students and communities at large.

The consultation process revealed what key community members perceive as important priorities for the ETSB in the 2023-2027 timeframe. Unsurprisingly, bilingualism is both one of the most salient characteristics of the school board to outside actors as well as a consistent recommendation as a priority. The feedback we received confirmed that the ETSB is generally well known and recognized for key characteristics that are further elaborated on in the context below, namely: being an English school board, our large territory, and the availability of general adult education and vocational training.

In general, respondents agreed with our proposed priorities, particularly surrounding wellbeing and support for vulnerable demographics.

Feedback revealed that many community organizations feel they would benefit from increased outreach and interaction with the ETSB, which we hope to provide. In particular, efforts will be made to concretize efforts for community building and community service in tandem with these partners via increased visibility (active promotion and outreach, newsletters, etc. with interested organizations) and collaboration.

ETSB Context

The Eastern Townships School Board as it exists today was established in 1998 following the amalgamation of the Bedford School Board (located in Cowansville) and the existing ETSB (located in Lennoxville). It consists of 20 elementary schools, 3 secondary schools, 2 vocational training centres, and 1 adult educational centre located across two campuses. All but one of our elementary schools also operate a daycare service. Ten of the ETSB's schools are part of the Community Learning Centre (CLC) initiative that began in 2006, with a total of 5 Community Development Agents (CDA) who help the schools build bridges and partnerships with the community to provide a range of services and activities for students, their families, and community members. The ETSB also promotes multicultural experiences through the offer of an International Student Program that invites students from 4 continents (North and South America, Europe and Asia) to study with us. The ETSB employed 937 teaching staff, 69 replacement teachers, 260 support staff, and 66 professionals and management personnel in 2022-2023.

The ETSB's governance model is that of a Council composed of 16 elected commissioners, of whom 4 are parent commissioners. Participation of these members across various advisory committees and regular council meetings is robust and important to the success of the organization.

One of the ETSB's most significant characteristics is the large geographical area that it covers. The ETSB provides services to students living in an area approximately 17,600 km² composed of 175 municipalities, 97 of which are fully contained, and a population of over 650,000. In the Eastern sector of its territory, the ETSB owns and operates its own fleet of buses and directly employs its drivers. The Eastern sector consists of 67 routes with over 80 buses and more than 80 drivers who average 2,200,000 km driven per year. Furthermore, the ETSB currently owns and operates 12 electric buses and is gradually replacing the diesel fleet with them as per the Ministry's long-term plans. In the Western sector, there are 49 contracted routes and a shared agreement with the *Centre de services scolaire du Val des Cerfs*.

ETSB Context (continued)

In terms of socio-economics, the ETSB is particularly vulnerable, with the majority of its schools rated 8+ on the *Indice de milieu socio-économique* (IMSE) and thus identified for the *Interventions en milieux défavorisés* (IMD) strategy. Our largest secondary schools fall under an intermediate IMSE rating of 7. For a full overview of the socioeconomic index ratings of our schools, see Appendix A.

The ETSB's student population varies considerably by region, particularly noticeable when measuring language spoken at home. Here is a breakdown for the 2022-2023 school year, with the territory geographically divided into 3 sectors by their regional high school and their respective feeder schools:

The Alexander Galt Feeder Area (Eastern Sector)

- English (50.54%)
- French (46.25%)
- Other (3.21%)

The Richmond Regional Feeder Area (Central Sector)

- English (27.8%)
- French (70.74%)
- Other (1.46%)

The Massey-Vanier Feeder Area (Western Sector):

- English (62.66%)
- French (35.86%)
- Other (1.48%)



Declaration of Services

As part of its declaration of services for the 2023-2027 Commitment-to-Success Plan, the ETSB has devised a mission statement, vision statement, set of values, and a mantra to guide and inform the organization's greater strategic development. These are as follows:

Our Mission: The ETSB exists to provide its communities with a learning environment that promotes academic and personal development leading to the attainment of graduation or certification and opportunities to flourish and succeed.

Our Vision: The ETSB aspires to be a collaborative, bilingual learning community committed to lifelong growth and wellbeing for all.

Our Values: The ETSB values **inclusion**, **wellbeing** and **growth**.

- **Inclusion** is defined as: fostering collaboration through openness, empathy, and respect.
- **Wellbeing** is defined as: nurturing of healthy and active minds and bodies.
- **Growth** is defined as: investment in the continuous development of the necessary skills to become courageous, lifelong learners.

Mantra: Moving Ahead. Together.

The ETSB has long stood out as a bilingual learning and working environment in its communities, but its strengths do not end there. The organization is renowned in the region for its ability to cater to communities across a sprawling geographical area, offerings of vocational and adult education, an inclusive and progressive educational model (including but not limited to: emphasis on early intervention; accommodation of students' needs – special or otherwise; integration of technology; etc.), as well as for being an important employer of anglophones and bilingual speakers and for having a human-centered approach to both

Declaration of Services (continued)

employment and education. By "human-centered" we refer to what is often called a "family-style" working environment, emphasizing cooperation and camaraderie between staff in a professional but intimate environment. The ETSB's excellent retention rates for staff are testament to the success of this approach.

The ETSB will retain its existing "Four Pillars" that have inspired its educational mission since at least the 2013-2018 ETSB Strategic Plan. Derived through years of careful research, gradual implementation, and encouraging feedback and results, these pillars underpin the theoretical and practical framework that directs and structures all of our interventions. They are as follows:

Attachment-based developmental approach: an approach that provides a "comprehensive framework for understanding human behavior that is steeped in neuroscientific findings" and a paradigm that invites adults to consider a student's behavior through the lenses of maturation, vulnerability, and attachment. Through this approach, it becomes easier to understand the "why" behind the most challenging behaviors, thereby leading to effective and long-lasting interventions.

Pedagogical leadership: an embrace of the research that supports the connection between concerted and intentional leadership and the academic success and emotional wellbeing of students.

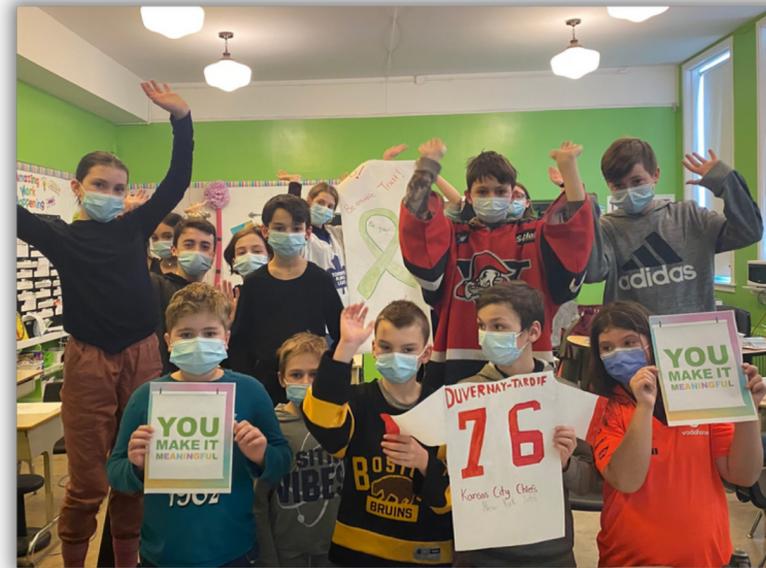
Professional Learning Communities (PLC): "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators".² The use of PLCs guarantees the necessary structures are in place for increasing student success through collaborative teams of educators using evidence to inform their practices.

1. Neufeld, Gordon. "Philosophy." Centre of Excellence for Behaviour Management (CEBM), 11-07-2023, cebm.ca/philosophy

2. DuFour, Richard, and Rebecca Burnette DuFour. *The School Leader's Guide to Professional Learning Communities at Work*. Solution Tree Press, 2012.

Declaration of Services (continued)

Student intellectual engagement: special focus on theoretical and practical ways to encourage students' intellectual engagement with the material, defined as “an absorbing, creatively energizing focus requiring contemplating, interpretation, understanding, meaning-making and critique which results in a deep, personal commitment to explore and investigate an idea, issue, problem or question for a sustained period of time”.³ Focus on student intellectual engagement means supporting a serious emotional and cognitive investment in learning.



3. Friesen, S. (2009). What did you do in school today? Teaching Effectiveness: A Framework and Rubric. Toronto: Canadian Education Association.

Orientations and Objectives as Determined by the MEQ

The MEQ has as its major ambition the raising of the graduation and qualification rate to 90% by 2030. To achieve this, a series of interrelated orientations and objectives have been established.

We have highlighted the three (3) orientations and four (4) objectives that are directly linked to the ETSB's Commitment-to-Success Plan:

Orientation	Objectives	Indicators	Current status (MEQ)	Target (MEQ) 2027
1- Make the success of our students a top priority for Quebec society	1- Increase student success	Graduation/Certification rate after 7 years	84.1%	86.8%
		Success rate of boys (%)	80.1%	82.5%
		Success rate of EDHAA students (%)	62.2%	63.8%
		Percentage of students that obtain between 70 and 100 in the reading component of the Grade 4 MEQ compulsory examination - French Sector	70.0%	80.0%
		Percentage of students that obtain between 70 and 100 in the Grade 6 MEQ compulsory exam (Solves a Situational Problem) - English and French sectors	66.0%	75.0%
		Percentage of students that obtain between 70 and 100 in the writing component of the Secondary 2 MEQ compulsory examination - French Sector	57.0%	75.0%

Orientation	Objectives	Indicators	Current status (MEQ)	Target (MEQ) 2027
2- Invest in Vocational Training	2- Modernize and make vocational training truly attractive	Obtention rate of a DEP in 3 years	80.9%	84.9%
3- Make schools and centres welcoming spaces	4- Develop access to <i>projets pédagogiques particuliers</i> (PPPs)	Percentage of students in the public sector that are registered in special pedagogical projects	44.6%	75.0%
	5- Improve the school climate and students' sense of well-being	Proportion of schools and centres that are accessing a research-based survey that allows for the analysis of students well-being	0%	100%

As in the past, the ETSB has a somewhat particular philosophy when it comes to broad orientations and objectives in part due to its special characteristics as an English school board, and due to its relatively small population compared to other educational organizations in the province. While we agree unconditionally on the importance of the orientations and objectives laid out by the MEQ, we have elected to focus our efforts on one in particular: raising the 7-year cohort graduation and certification rate. Naturally, efforts made in this domain will necessitate focus elsewhere, and so it is our belief that this is a narrowing of focus but not of resources or impact. By addressing this goal directly, we are sure to see positive results across the other orientations and objectives identified.

Orientations and Objective as Determined by the ETSB

As aforementioned, the ETSB's resources and governance model lend themselves better to a narrower focus than these six orientations, and thus we selected a single main (directly measurable) objective and four orientations. We will demonstrate how this is simply a difference in organizing these goals, one that will still ensure a complete alignment with the Ministry's concerns.

The ETSB's four orientations and justifications are as follows:

Orientation 1: Address the vulnerability of preschoolers.

As noted above in the Context, the ETSB's clientele are, on average, more vulnerable than comparable ones in Quebec or even in Estrie (which makes up the vast majority of the ETSB's population and territory). Consistent with the attachment-based developmental approach, early intervention is critical to address and intercept the worst consequences of these vulnerabilities. In so doing, we address the MEQ's Orientation 1, shrinking these early gaps so that all ETSB students have better chances of success throughout the rest of their educational careers.

% Vulnerable children 2017			
	Québec	Estrie	ETSB
Physical Health & Wellbeing	10.6	10.3	18.7
Social Competencies	10.2	12.1	21.8
Affective maturity	11.5	12.2	19.6
Cognitive & language development	11.1	12.8	19.9
Communication skills & general knowledge	11.1	11.0	29.6

Source: Institut de la statistique du Québec, Enquête québécoise sur le développement des enfants à la maternelle 2017

Orientations and Objective as Determined by the ETSB (cont.)

Orientation 2: Valorize transitions and alternative pathways.

The ETSB is uniquely positioned to address this concern as it is home to vocational training and adult education centres. It is also a frontrunner in implementation of alternative pathways in secondary school (concentration programs, "2-4-U", etc.) and seeks to increase awareness of these options while combating the stigma that is sometimes associated with them. In this way, we will naturally be addressing the MEQ's Orientation 2 and its related objective: increasing the 3-year diplomation rate (DEP). The ETSB is actively encouraging this through promotional content (videos of success stories from our vocational training and general adult education); awareness-raising initiatives at both the primary and secondary levels (organized visits of the vocational centres by student cohort to give them a first-hand look at the experience); as well as targeting parents to help break the cycle of stigma. All of this is supported by a new Central Transition Committee that is hard at work to implement these features and more over the coming years.

Objective	Target	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
Increase the rate of diplomation in vocational training after 3 years.		80.9	81.9 (+1.0)	82.9 (+1.0)	83.9 (+1.0)	84.9 (+1.0)	← MEQ
	86.0 (2019-2020 cohort)	87.0	88.0	89.0	90.0	91.0	← ETSB

Orientations and Objective as Determined by the ETSB

Orientation 3: Bilingualism - Nurturing Academic and Cultural Enrichment

As an English school board, the ETSB is in a slightly different position to address the Ministry's priorities related to the French language academically. A large part of the MEQ's priorities in the coming years involve addressing the concerning metrics related to student success in French, especially to stop and reverse the marked decline in success rates on mandatory French reading and writing examinations in both primary and secondary education. By addressing and improving the ways in which the ETSB can provide bilingual education, we hope to also combat these issues – not only to better educate our francophone students, but also to increase the quality of skills acquired by anglophones. This would address the Ministry's Orientation 1, as well as some of their other priorities indirectly. The ETSB's position on bilingualism is one of valuing and valorizing the ability to speak two languages. We seek to maximize opportunities for our students and provide them with the skills and cultural integration necessary to encourage remaining in the province for future education and employment. Bilingual integration at the ETSB goes beyond the purely academic, seeking to produce learners who are not only functionally bilingual but also feel a sense of belonging in Quebec's cultural landscape. It is our belief that continued focus on bilingualism opens as many doors as possible for our learners, generating confident and capable citizens able to study, work, and live in the linguistic and cultural landscape of their choosing.

Orientations and Objective as Determined by the ETSB

Orientation 4: Maintain and increase the focus on physical and mental health (wellbeing) of students and staff.

Wellbeing is a theme that came up often in the development of this plan, both through our Working Committee and from external consultation. By wellbeing we mean promoting practices and initiatives that support the physiological and psychological health, safety, and flourishing of both staff and students. In this way we would be aligned with the Ministry's Orientation 3, which addresses the quality of our buildings and spaces (an area in which the ETSB already excels, with many of our schools possessing nurturing support centres with facilities founded on the attachment-based developmental approach, alongside a concerted plan to ensure the overall quality of our buildings), and by doubling-down on the ETSB commitment to a human-centered employment style to attract and retain staff of all categories. Other potential avenues for supporting the wellbeing of both staff and students were revealed through consultation and are being considered for the coming years.

The ETSB employs the "OurSchool" survey annually in all of our elementary and secondary schools where population permits collection of statistical data while ensuring privacy of responders, with plans to implement it in our centres in the 2023-2024 school year. This survey examines questions related to student emotional and psychological wellbeing as well as physical safety. Furthermore, a version of the OurSchool Survey is being rolled out for staff as well.

Given these four orientations as anchors around which the ETSB's initiatives and approaches can revolve, we have set for ourselves an ambitious objective.

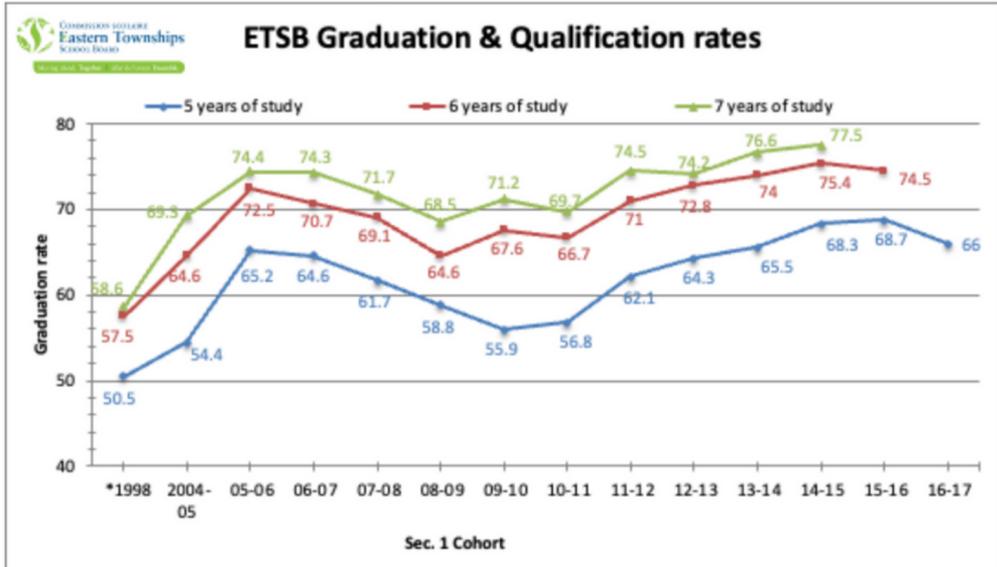
Orientations and Objective as Determined by the ETSB

Objective: Raise the 7-year cohort graduation and qualification rate to 82.5%.

This number represents more than a 6% increase over our previous goal of 76.2%. However, that previous goal proved to be realistically attainable – and even surpassable. By the end of our 2018-2023 Commitment-to-Success Plan period we had attained an actual rate of 77.5%, representing an increase of 6.3% total (a 1.3% overshoot of our stated goal). Emboldened by this success and energized by the MEQ’s future target of 90% by 2030, we feel confident that an 82.5% rate is achievable. Annual targets (+1%/year) are normalized over the time period to reach the objective.

The ETSB’s approach to this objective is data-driven: staff at several levels are trained to examine the information (both qualitative and quantitative) available and to determine possible paths of action as well as interventions when necessary. All of our organization’s efforts ultimately support this objective, with a notable focus on formative assessment and training our teachers on how to drive learning via student engagement and research-supported best practices through professional development opportunities. Staff are encouraged to work in professional learning communities (PLCs) that valorize and facilitate this focus on data and collective efficacy.

Objective	Starting value	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
7-year cohort graduation or qualification rate.		84.1	84.7 (+0.6)	85.4 (+0.7)	86.1 (+0.7)	86.8 (+0.7)	← MEQ
		77.5 (2015 cohort)	78.5 (2016 cohort)	79.5 (2017 cohort)	80.5 (2018 cohort)	81.5 (2019 cohort)	82.5 (2020 cohort)



Addressing Other MEQ Objectives Directly

The ETSB’s holistic approach to student success means that some of the MEQ’s objectives are not directly addressed above. Below, we attempt to clearly demonstrate how they are nonetheless included and important for our organization. All ETSB targets are derived using the same rate of increase-per-year proposed by the MEQ.

Orientation /Objective	Indicator		Targets (ETSB)				
			Current Status	2022-2023	2023-2024	2024-2025	2025-2026
1.1 Student Success	Success Rate of Boys	76.0% (2015 cohort)	76.6%	77.2%	77.8%	78.4%	79.0%
	Success Rate of EDHAA Students	65.7% (2015 cohort)	66.1%	66.5%	66.9%	67.3%	67.7%
	ELA Grade 6 MEQ exam (Reads and Listens to Texts) - % of students with marks ranging between 70-100%	44.5% (June 2023)	44.5%	47%	49.5%	52%	54.5%

Addressing Other MEQ Objectives Directly (continued)

Orientation /Objective	Indicator		Targets (ETSB)				
			Current Status	2022-2023	2023-2024	2024-2025	2025-2026
	Math Grade 6 MEQ exam (Solves a Situational Problem) - % of students with marks ranging between 70-100%	58.5%	58.5%	60.5%	62.5%	64.5%	66.5%
3.4 Access to PPPs (<i>projets pédagogiques particuliers</i>)	% of students access PPPs	16.0%	16.0%	16.5%	17.0%	17.5%	18.0%

Addressing Other MEQ Objectives Directly (continued)

Improving the success rate of boys.

While the reasons for the gap between boys and girls are not fully understood, we believe that one common way that boys are left behind is through lacklustre student engagement. At the ETSB, we strive to make learning authentic and fascinating, to spark a genuine curiosity in our learners that will motivate them to carry on. Our student engagement pillar directly addresses this and includes professional development for teachers with cutting-edge best practices for teaching styles, being cognizant of different styles of learning and types of intelligence (e.g. manual vs theoretical focus), and more. This objective pairs extremely well with our focus on valorization of alternative pathways, yet another opportunity for learners to discover a passion or interest that we know will help keep them motivated for school.

Improving the success rate of students with disabilities.

The ETSB has a tradition of early monitoring and timely intervention. Not only do we encourage IEPs wherever deemed necessary, but staff are also trained in "watch/action" plans which detect students with possible special needs and work to address solutions before a formal IEP is even created. Our schools are modeled on our value of inclusion, where students with special needs are integrated into regular stream classrooms with the help of resource teachers and paraprofessionals who themselves are heavily supported through professional development on best practices. This integration creates opportunities for strong role models for these students, and creates understanding and tolerance for others. Nearly all of our schools are also equipped with nurturing support centres. Finally, many of our schools abide by a Universal Design for Learning (UDL) approach, meaning that they embrace many alternative ways for students to demonstrate competency, allowing for different strengths to be valued equally.

Addressing Other MEQ Objectives Directly (continued)

Improve performance on Grade 6 language examinations.

While the success rate of the Grade 6 Reading component of the MEQ exam in June 2023 was 78.7%, a significant portion of students were considered "at risk", with marks ranging between 60-69%. The ETSB strongly supports training our elementary school teachers on formative assessment with specific learning objectives around Response to Literature. Furthermore, Cycle 1 primary teachers are given intensive training on the science of reading as well as the Joyful Interventions with Purposeful Play (JIPP) protocol that not only addresses the academic needs of literacy, but also aims to inculcate a genuine appreciation in students that works to motivate them to pursue the skill further.

Improve performance on Grade 6 mathematics examinations.

For several years ETSB primary school math teachers have participated in the Math Summer Institute initiative which sees teachers attending intensive professional development on best practices during the summer, and integrating those practices in the classroom. A major focus of this approach is to shift the way mathematics is taught to a format that establishes essentials and guarantees student understanding before moving on. In-line with our student intellectual engagement pillar, teachers strive to make math interesting by explaining the fundamentals so that students build upon a holistic understanding, rather than simple memorization and application of formulae.

Create new special pedagogical projects.

Given the ETSB's unique demographic situation (with a large number of small schools), the mass creation of *projets pedagogiques particuliers* (PPPs) is unrealistic. One of our high schools does feature concentration programs, with a fifth of students enrolled in a sport, science, performing arts, hunting & fishing, or visual arts concentration. Our other two high schools do not officially have registered PPP programs, but meet this need for alternative and engagement-focused curriculum through passion projects and dedicated time for students to explore their interests – even at the elementary level.

Addressing Other MEQ Objectives Directly (continued)

All of these factors combine to reinforce the idea of authenticity in learning which nurtures student engagement. Professional development for teachers on how to encourage learning along these lines is a major priority not only of the ETSB but of all 9 English school boards in the upcoming years.



Internal Consultation of the Commitment-to-Success Plan

The ETSB wanted to ensure that this Commitment-to-Success Plan was truly representative not only of the (already representative) Working Committee's views, but also of the entire ETSB community. For this reason, an extremely thorough internal consultation was carried out – 33 sessions in total. Each and every one of our 20 elementary schools, 3 high schools, and 4 adult education and vocational training centres hosted an in-person session. Major committees and employee groups were also consulted: our head office staff, professionals, Central Parents' Committee (CPC), Special Education Advisory Committee (SEAC), Central Students' Advisory Committee (CSAC), Teacher Advisory Committee (TAC), etc. At these sessions, participants ranged from teachers, administrators, and students to commissioners, governing board members, Parent Participation Organization (PPO) members, professionals, support staff, volunteers, and more.

This format of consultation allowed us to reach an impressive 394 individuals, to witness countless conversations and debates, and to begin concerted efforts to make our Commitment-to-Success Plan known throughout our community. People were consulted both on content (our mission and vision statements, values, orientations, and objective) as well as on practical ways to implement our goals, the latter producing a rich trove of suggestions, many of which we will bring to life in the coming years.

Closing Remarks

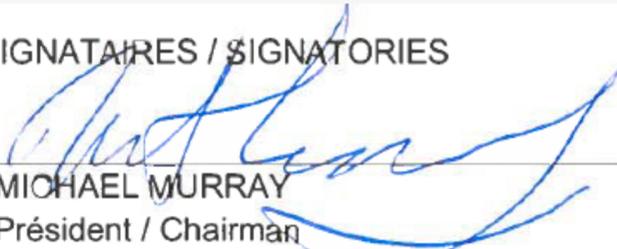
The Commitment-to-Success Plan document is an excellent opportunity for an organization to stop and take stock of its community – to better understand its strengths and weaknesses, to set realistic goals, and to mobilize all available resources in pursuit thereof. The ETSB sees this plan not only as a commitment to ourselves as an organization, nor simply to the Ministry, but also to the entire ETSB community – staff, students and their families, volunteers, and the wider communities that we call home. It presents a common vision of our current reality and challenges in order to inspire concerted efforts to intervene where we can, and to continue supporting what is already working.

We at the ETSB are committed to offering the highest quality of educational services without ever compromising our students' best interests. Our goal with this document has been to identify the most pertinent and realistic orientations and objectives that will inspire the ultimate success of our lifelong learners, whether they be youth or adult. The safety and comfort of our learning and working environments are also a top priority, with student and staff wellbeing a recurring theme. Finally, we seek to promote an engaging environment through concerted cultivation of evidence-based best practices and professional development.

We strive to provide the absolute best for our students to ensure not only individual academic success, but to create cohorts of well-rounded and productive individuals to continue flourishing throughout their entire lives. The Plan's comprehensive consultation ensures that its main elements remain true to our key values and that nothing was overlooked.

Signatories

SIGNATAIRES / SIGNATORIES


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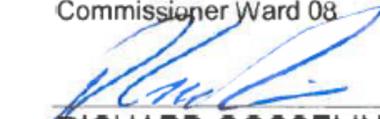

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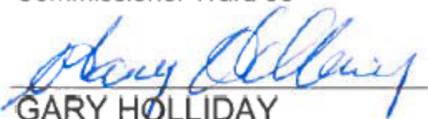
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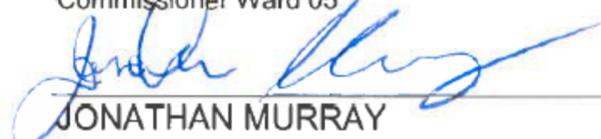

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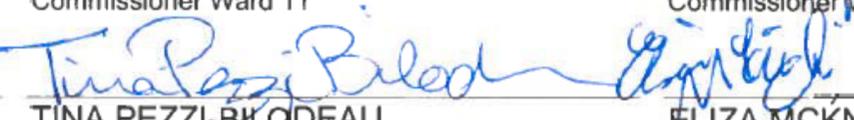

 JOY HUMENUIK
 Commissaire de la circonscription 01/
 Commissioner Ward 01


 SHAWN JERSEY
 Commissaire de la circonscription 05/
 Commissioner Ward 05

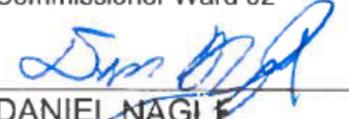

 MARY-ELLEN KIRBY
 Commissaire de la circonscription 11/
 Commissioner Ward 11


 FRANK MACGREGOR
 Commissaire de la circonscription 07/
 Commissioner Ward 07

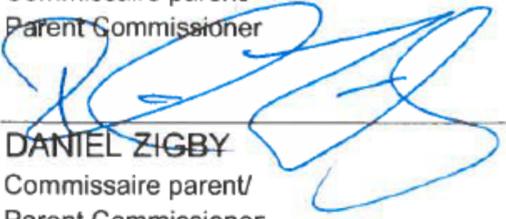

 JONATHAN MURRAY
 Commissaire de la circonscription 02/
 Commissioner Ward 02


 TINA PEZZI-BILODEAU
 Commissaire de la circonscription 09/
 Commissioner Ward 09


 ELIZA MCKNIGHT
 Commissaire parent/
 Parent Commissioner

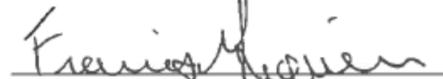
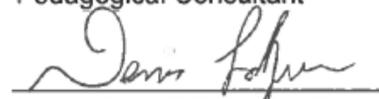
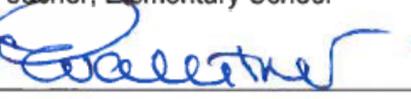
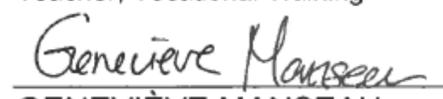
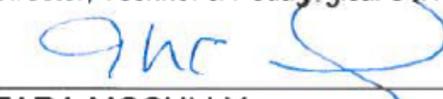
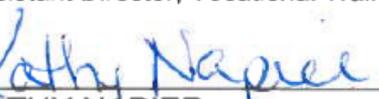
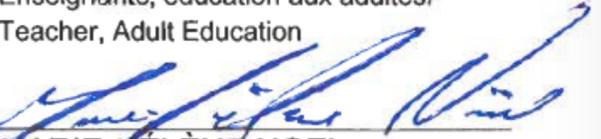
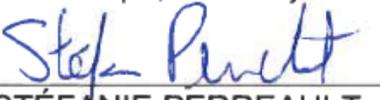
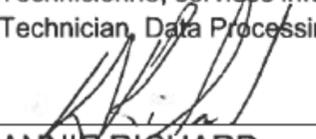
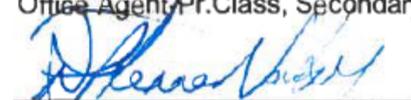

 DANIEL NAGLE
 Commissaire parent, écoles primaires/
 Parent Commissioner, Elementary Schools


 HELENE TURGEON
 Commissaire parent, écoles secondaires/
 Parent Commissioner, Secondary Schools


 DANIEL ZIGBY
 Commissaire parent/
 Parent Commissioner

Signatories

COMITÉ DE TRAVAIL DU PLAN D'ENGAGEMENT VERS LA RÉUSSITE / WORKING GROUP FOR THE COMMITMENT-TO-SUCCESS PLAN

 HELENA BATES Enseignante, école primaire/ Teacher, Elementary School	 MELISSA BOUTHILLER Comité consultatif de l'adaptation scolaire/ Special Education Advisory Committee	 NICOLE CARRIÈRE Directrice adj., services éducatifs/ Assistant Director, Pedagogical Services	 EMMANUELLE GAUDET Directrice, services complémentaires/ Director, Complementary Services
 FRANCIS GIGUÈRE Consultant pédagogique/ Pedagogical Consultant	 ÉRIC JOLICOEUR Enseignant, école primaire/ Teacher, Elementary School	 DONALD KERR Directeur, école primaire/ Principal, Elementary School	 MARY-ELLEN KIRBY Commissaire/Commissioner
 DENIS LABRECQUE Enseignant, formation professionnelle/ Teacher, Vocational Training	 EVA LETTNER Directrice, techno. et services éducatifs/ Director, Techno. & Pedagogical Services	 SHAYNE MACKEY Directeur adj., formation professionnelle/ Assistant Director, Vocational Training	 MEGAN MACLEAN Enseignante, éducation aux adultes/ Teacher, Adult Education
 GENEVIÈVE MANSEAU Consultante pédagogique/ Pedagogical Consultant	 TARA MCCULLY Directrice adjointe, école secondaire/ Vice-Principal, Secondary School	 KATHY NAPIER Enseignante, école primaire/ Teacher, Elementary School	 MARIE-HÉLÈNE NOËL Technicienne, services informatiques/ Technician, Data Processing
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 DIANE SHERRER-VOKEY Directrice, école secondaire/ Principal, Secondary School	 ANGELA VAILLANCOURT Resp. gestion administrative, direction générale/Head of Admin. Management	 KASMIRA VIAUD Enseignante, école secondaire/ Teacher, Secondary School	 CAROLE WAITE Agente gestion financière/ Finance Officer
 STEVE WALKER Enseignant, éducation aux adultes/ Teacher, Adult Education	 MARK WARNHOLTZ Directeur, école primaire/ Principal, Elementary School	 MÉRIDA WISDOM Enseignante, école primaire/ Teacher, Elementary School	 DANIEL ZIGBY Président comité de parents/ Chairman of Parents Committee

Appendix A

Legend	1, 2, 3 = High
	4, 5, 6, 7 = Intermediate
	8, 9, 10 = Low (NANS schools)

Schools	2018-2019	2019-2020	2020-2021	2021-2022
ADS	7	7	8	8
Ayer's Cliff	7	7	7	7
Butler	8	8	8	8
Cookshire	9	9	10	9
Drummondville	8	8	8	8
Famham	9	9	8	9
Heroes' Memorial	9	9	8	8
Knowlton Academy	4	5	4	7
Lennoxville Elementary	6	6	6	6
Mansonville	10	N/A	N/A	N/A
North Hatley	3	3	2	2
Parkview	7	7	7	7
Pope Memorial	9	9	9	9
Princess Elizabeth	8	8	8	8
Sawyerville	9	9	9	9
Sherbrooke	6	6	5	6
Saint-Francis	8	8	8	8
Sunnyside	9	9	10	9
Sutton	3	3	3	4
Waterloo	9	9	9	9

Nom de l'école	2018-2019	2019-2020	2020-2021	2021-2022
Alexander Galt	7	7	7	7
Massey-Vanier	7	7	7	7
Richmond Regional	8	8	8	8