



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

ANNUAL REPORT

2022- 2023



ETSB.QC.CA

Message from the Chairman & Director General

Reflecting on the 2022-2023 academic year, it emerges as a time when life once again filled the walls of our schools and centres, signaling our transition into the post-pandemic era. The return of activities, sports, and outings brought a welcomed sense of normalcy that we had longed for. The year was characterized by notable achievements and milestones across our educational institutions, and here are just a few highlights.

International travels became a reality, with the Richmond Regional High School's Travel Club embarking on an exploration of Italy's rich history and scenic landscapes. Meanwhile, Sunnyside Elementary inaugurated its Sunnyside Garden, Lennoxville Elementary School unveiled its inspiring "Tree of Knowledge" mural, and Farnham Elementary students undertook fundraising efforts to support a school in Kenya, enabling the purchase of a water pump. The Campus Brome-Missisquoi proudly celebrated their gold medalist in Welding and Fitting at the *Olympiades des Métiers*, while Lennoxville Vocational Training Centre's Trade Challenge brought to life the skills and talents of our students. Massey-Vanier High School hosted the 10th ETSB United in Music Festival, where the musical excellence of 300 students captivated the audience.

While these accomplishments stand as a testament to the dedication of our staff, parents, and communities, they were not without their challenges. The shortage of personnel, particularly bus drivers, classroom aides, and professionals, presented operational complexities and impacted services, contributing to heightened fatigue among our staff. This strain was further intensified by disruptions, such as a strike by independent contractors, which affected transportation for over 180 students. In response, we provided financial compensation to the families affected. Additionally, addressing the increased demands from the Ministry of Education, we enhanced administrative support for school principals, allowing them to focus more on their pivotal role as pedagogical leaders.

In the ever-evolving landscape of education, our adult sector faced an ongoing challenge in competing with the vast array of employment opportunities available. Job openings and enticing prospects sometimes overshadow the importance of continuing education. Emphasizing the critical role that education plays in individual growth and societal progress is now more crucial than ever, and we are committed to promoting this perspective.

A comprehensive Commitment-to-Success Plan for the 2023-2027 school years, developed by a diverse committee representing all stakeholders, including the Central Student Advisory Committee, received Ministry approval. This strategic vision identifies key orientations, one being bilingualism. The intent is to also strengthen students' confidence in French language conversational skills, aligning with a recommendation from our Central Parents' Committee.

Despite challenges in construction and renovation costs leading to deferred projects, Farnham Elementary School witnessed a remarkable addition. Creatively repurposing an adjacent former church resulted in new classrooms and functional spaces, showcasing our commitment to innovative solutions.

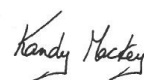
The Board eagerly awaited the outcome of the appeal of Bill 40 on constitutional grounds. The August judgment reversed all challenged clauses in the Bill. The government's appeal is now before the Quebec Court of Appeal, and we await the judgment with optimism.

As the 2022-2023 school year concluded, so did the five-year tenure of Director General Michel Soucy. His retirement marked the end of a period where he successfully navigated the Board through tumultuous times. We express our deep appreciation for his commitment, resilience, and unwavering support for our mission.

In closing, we look forward to the future with optimism, building on the achievements and lessons of the past year. Together, we remain committed to providing exceptional education and fostering the success and well-being of our students.



Michael Murray



Kandy Mackey

Council of Commissioners



Michael Murray,
Chairman



Gordon Barnett,
Lennoxville



Claire Beaubien,
Ayer's Cliff, North
Hatley, Stanstead



Tina Bilodeau,
Danville,
Drummondville



Shawn Jersey,
Magog



Richard Gagnon,
Lac-Brome



Gary Holliday,
Richmond



Joy Humenuik,
Vice-Chair



Mary-Ellen Kirby,
Bury, Cookshire,
Sawyerville



Frank MacGregor,
Sherbrooke



Daniel Nagle,
Parent
Commissioner



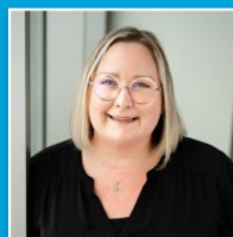
Richard Gosselin,
Granby, Waterloo



Jonathan Murray,
Cowansville



H el ene Turgeon,
Parent
Commissioner



Eliza McKnight,
Parent
Commissioner



Daniel Zigby,
General Parent
Commissioner
at Large

Council of Commissioners' Highlights

The Council of Commissioners held ten (10) regular and two (2) special meetings.

Here are some of the highlights for the 2022-2023 school year:

- Asbestos-Danville-Shipton (A.D.S.) Elementary School – Driveway and parking lot reconfiguration (Drop-off area and electrification)
- St. Francis Elementary School – Sale of two (2) portions of land
- Lennoxville Vocational Training Centre (LVTC) – Appointment of Centre Director
- Lennoxville Elementary School – Kitchen Renovation
- Waterloo Elementary School – Replacement of water inlet and pavement
- Cycle 1 & 2 Chromebooks renewal
- Princess Elizabeth Elementary School – Special event to commemorate the passing of their namesake, Her Majesty Queen Elizabeth
- Sunnyside Elementary School – Inauguration of Sunnyside Garden
- Butler Elementary School – Record breaking Terry Fox fundraiser
- Christian Vachon Foundation – Snowsuit donation
- Lennoxville Vocational Training Centre (LVTC) – Trade Challenge
- Board Office – Appointment of Director of Human Resources
- Financial Statements for the year ending June 30, 2022
- 2022-2023 Statement of school taxes remaining – Due and Owing
- Richmond Regional High School (RRHS) – Heating System Replacement and Roof Renovation
- Knowlton Academy – Renovation of Interior Finishes
- Sutton Elementary School – Sanitary Bloc Renovation
- Clarenceville Elementary School – Asbestos Decontamination
- Old Drummondville Elementary School – Building Handover
- Waterloo Elementary School, Knowlton Academy, Parkview Elementary School and Mansonville Elementary School – Annual Playground projects
- Renewal of WIFI system
- Agreement for Integrated Educational Services from the Montreal Oral School for the Deaf
- Lennoxville Elementary School – Large scale painted mural
- Sunnyside Elementary School - Sunnyside Garden – Urban Agriculture award from *Fleurons du Québec*
- Board Office – Appointment of Assistant Director of Pedagogical Services – Continuing Education
- Alexander Galt Regional High School (AGRHS) – Appointment of Vice-Principal
- Transportation Contracts from 2022-2028 for the Western Sector
- 2022-2023 Confirmation of the Amended Schools and Centres Administrative Structure
- 2022-2023 Confirmation of the Amended Head Office Administrative Structure
- Board Office – Purchasing of a Flying Crew van
- Alexander Galt Regional High School (AGRHS) – Catwalks Security Guardrails
- Waterloo Elementary School – Emergency Repair (Flood)
- 2023-2024 Criteria for Enrolment
- Service Contract, Professional Development in Sexuality Education
- Lennoxville Vocational Training Centre (LVTC) – Purchase of two simulation manikins for Prehospital and Nursing Care and the related equipment

- 2022-2023 School Bus Bids – Phase 1
- St. Francis Elementary School – Drop Off Buses and Parking Lot Renovation
- Sunnyside Elementary School – K4 Renovation
- Waterloo Elementary School – Renovation of The Main Entrance & Secretarial Sector
- Sutton Elementary School – Kitchen Renovation
- Alexander Galt Regional High School (AGRHS) – 36 students recognized in the theatrical production
- Campus Brome-Missisquoi Vocational Training Centre – Olympiades Regional Competition in Welding and Fitting
- *Demande d'autorisation en vertu de l'article 7 de la Loi sur les élections scolaires*
- *Centre d'acquisitions gouvernementales (CAG) Mandate – Defibrillators*
- Authorization of construction permit request
- Sherbrooke – Empty Land Fence
- Waterloo Elementary School – Renovation of the main entrance and secretarial sector
- Richmond Regional High School (RRHS) – Trip to Italy through travel club
- Alexander Galt Regional High School (AGRHS) – Students highlighted for expectational writing and national publication along with representing the Estrie region in the Quebec Winter Games
- North Hatley Elementary School – student recognized for his winning logo and contribution to the youth edition of the Record, namely, The Point
- Council of Commissioners – Resignation of Commissioner Alice McCrory
- Appointment of a returning officer
- Appointment of an election clerk and of an assistant of the returning officer
- Waterloo Elementary School – Inside & Outside Door Replacement
- *Centre d'acquisitions gouvernementales (CAG) Mandate – Pest Control*
- *Centre d'acquisitions gouvernementales (CAG) Mandate – Administration Furniture*
- Sunnyside Elementary School – Greenhouse Project
- Security of Information Policy
- International Student Program (ISP) – Agent Fees
- *Centre d'acquisitions gouvernementales (CAG) Mandate – Computer Stations*
- 2023-2024 Youth Sector Calendar
- St. Francis Elementary School – Fundraising dance
- Knowlton Academy – Optimist public speaking winner
- Campus Brome-Missisquoi – Butchery contest winners
- Board Office – Appointment of Director General
- Board Office – Appointment of Assistant Director General
- Appalachian Teachers' Association (ATA) – Retirement of President
- Oath of Office – Commissioner Richard Gosselin: Ward 4
- Schedule of Council of Commissioners meetings – 2023-2024
- Lennoxville Elementary School – Appointment of Principal
- Proposed division of the Eastern Townships School Board territory into electoral districts
- Objectives and Principles Governing the Allocation of Resources pursuant to Section 275 Education Act (EA) and allocation of surpluses Section 193.4 (EA) – Budget Year 2023-2024
- Richmond Regional High School (RRHS) – Heating System Replacement and Roofing Renovation
- Waterloo Elementary School – Upgrading of Electrical Network

- Sawyerville Elementary School – Wall Structure Renovation of Bathrooms and Cafeteria
- Marguerite Knapp Building – School Bus Charging Stations
- Butler Elementary School – Drop-off and Parking renovation
- Service Contract, Professional Development in Mathematics
- Farnham Elementary School – Students donated monies to their ‘sister school’ in Kenya to provide a water pump for Sokoro Primary
- Alexander Galt Regional High School (AGRHS) – Student was recognized for his scientific invention as he competed in a national science fair earning a silver medal in his category
- Lennoxville Elementary School – Appointment of Principal
- Oath of Office – Commissioner representing parents
- Confirmation of the Head Office Administrative Structure – 2023-2024
- Confirmation of the Schools and Centres Administrative Structure – 2023-2024
- By-Law 14 – Examination of complaints on matters other than services rendered to students
- 2023-2024 Insurance Renewal
- Assessment report on the Risk Management Plan concerning the Risks of Corruption and Collusion in Contract Management Process
- Organization Framework for Managing Risks of Corruption and Collusion in the Contract Management Process
- Contracts to Public Bodies – Annual Rendering of Accounts
- Nomination of the contract rules compliance monitor – Act Respecting Contracting by Public Bodies
- Approval of the Schools and Centres Budgets – 2023-2024
- Adoption of the Eastern Townships School Board Budget – 2023-2024
- Interest Rate on Overdue Taxes and Other Overdue Receivables
- Delegation of Powers to the Director General
- Director General Evaluation
- Asbestos-Danville-Shipton(A.D.S.) Elementary School – Asbestos removal and left-wing bathroom renovation – Phase 2
- *Centre d’acquisitions gouvernementales (CAG) Mandate – Electrical supplies*
- Cookshire Elementary School – Kitchen and Inside Renovation
- Lennoxville Elementary School – Gym Renovation
- List of proposed projects under the Programs ‘*Maintien des bâtiments et Résorption du déficit de maintien 2023-2024 (Mesure 50621 & 50622)*’
- Parkview Elementary School – Winter Overnight parking
- Pope Memorial Elementary School – Soccer Field Drainage and Fence Replacement
- Richmond Regional High School (RRHS) – Soccer Field Repositioning and Drainage
- *Centre d’acquisitions gouvernementales (CAG) Mandate – Cellular phones*
- Purchase for Multimedia Equipment for Schools
- WIFI System Renewal Modification
- Engagement of Megan Webster for Phase 2 of Coaching – Mentoring Program
- Nomination to the Board of Directors
- Parkview Elementary School – Created a generational chair for Granby’s City Hall
- Massey-Vanier High School (MVHS) – The Massey-Vanier Scholarship, Bursary Fund (MVSBF) was applauded for the incredible financial support of graduating students
- Lennoxville Elementary School – Teacher became a bus driver
- Oath of Office – Commissioner representing parents: Daniel Nagle

Professional Review Committee

As per article 175.1 of the Education Act, the Council of Commissioners must, by by-law, establish a code of ethics and professional conduct which is applicable to the commissioners. The code shall set out the duties and obligations of the commissioners, and may prescribe standards that vary according to the various classes of commissioners or that apply only to certain classes of commissioners. The code must, among other things:

- (1) Include preventive measures, in particular rules for the disclosure of interests;
- (2) Deal with the identification of situations of conflict of interest;
- (3) Regulate or prohibit practices relating to remuneration;
- (4) Specify the duties and obligations of commissioners even after they leave office;
- (5) Include enforcement mechanisms, in particular the designation of the persons charged with the enforcement of the code and provide for penalties.

No member of the Council of Commissioners or employee of a school board may be responsible for determining if the code has been contravened or for imposing a penalty.

The School Board must ensure public access to the code and publish it in its annual report.

BY-LAW NO. 3 - CODE OF ETHICS AND PROFESSIONAL CONDUCT FOR THE COMMISSIONERS OF THE EASTERN TOWNSHIPS SCHOOL BOARD

The annual report shall, in addition, state the number of cases dealt with and the follow-up thereof and set out any breaches determined during the year by the disciplinary authorities, the determination thereof, any penalties imposed by the competent authorities, and the names of any commissioners divested of office by a court during the year. This section must not be construed so as to restrict the freedom of speech inherent in a commissioner's function.

For the 2022-2023 school year, there were no complaints brought before the Professional Review Committee.

Student Ombudsman's Report

Annual Report for the 2022-2023 school year
(from July 1, 2022 to June 30, 2023)

EASTERN TOWNSHIPS SCHOOL BOARD

STUDENT OMBUDSMAN'S ANNUAL REPORT 2022-2023 SCHOOL YEAR

As per Sections 220.2 and 242 of the Education Act, and the By-Law of the Eastern Townships School Board establishing the procedure for the examination of complaints from students or their parents, below is my annual report as Student Ombudsman for the period of July 1st 2022 to June 30th 2023.

During the above-mentioned period, I received fourteen complaints. In thirteen cases, the complainants had not exhausted the remedies provided for them according to the procedure for the examination of complaints; therefore, they were referred to the internal complaint procedure.

The remaining complaint raised numerous dissatisfactions, including amongst others: refusal to develop an Intervention Plan, refusal to develop an Individualized Education Plan in a timely fashion, failure in the ETSB's obligations for adapted transportation, denial of classroom instruction for months, etc. When I investigated the matter, the student had been attending school full-time for almost a month. An Intervention Plan and an Individualized Education Plan were in force. Strategies used as part of the Intervention Plan were provided to me, with examples of tools currently used at school. Daily individual transportation was provided to the student. I therefore concluded that at the time of my investigation, ETSB and the school were fulfilling their duties under the Education Act and ETSB's Policy & Procedures Governing the Organization of Educational Services for Students with Special Needs - Youth Sector.

To my knowledge, no student was expelled due to acts of bullying or violence.

I have no recommendation to make with respect to measures required to prevent and stop bullying and violence, as complaints of this nature were properly managed internally.

August 14th 2023



Christian Beaudry
Student Ombudsman

Report on Bullying and Violence

As outlined in Bill 56 “An Act to Prevent and Deal with Bullying and Violence in Schools”...

Article 210.1 stipulates:

“The School Board shall see to it that each of its schools provides a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence. The School Board shall prepare an annual report which states, for each school, the number of acts of bullying or violence reported to the Director General of the school board by the principal and the nature of those acts. The School Board shall also describe the measures taken to improve the school’s results with respect to preventing and dealing with bullying and violence and enhancing the quality of the learning environment.”

During the 2022-2023 school year, no acts of bullying or violence were reported to the Director General. All of our schools have a Safe School Committee in place that reviews their Plan of Action, in conformity with the law. The Plan of Action includes preventive measures to decrease the number of incidents involving bullying and violence, and a code of conduct that complies with the law and reflects its objectives. With the leadership and guidance of our Director of Complementary Educational Services and her team of professionals and in collaboration with the schools, safe school procedures have been implemented to continue to offer support and assistance to the parents and students involved, and to maintain a sense of safety at the school level. All schools have effective anti-violence and anti-bullying initiatives in place.

[Safe School Policy- P035](#)

[Safe School Procedures](#)



Report on our Workforce and Service Contracts

As outlined in Law 17 “An Act respecting workforce management and control within government departments, public sector bodies and networks and state-owned enterprises...”

Article 20 al.1 stipulates

A public body must report on the application of this chapter in its annual report. The report must set out the public body's staffing level and the distribution of its staff by job class. If a public body was assigned a staffing level under subdivision 2 of Division III, the public body must also ...

(1) indicate whether the staffing level was complied with and, if not, state the extent of the overstaffing as well as the means it has taken to correct the situation:

For the 2022-2023 school year, staffing levels increased from the previous year. We did see increases in the number of students enrolled for the school year, leading to increases in front line staff, mainly teachers and support staff. We have also seen an increase in the number of students with special needs, resulting in an increase of teaching, professional and technical support personnel required to provide services to these students. We also received specific grants to provide to students with specific needs. Increases in capital budget for infrastructure improvement permitted some service personnel to be added to the Material Resources department to oversee these important projects. For the period of April 2022 to March 2023, the level of staffing was 9.62 % above the assigned 2021-2022 level by the Secretariat du Conseil du Trésor. There are no Service Contracts for 2022-2023 to be reported.

LOI SUR LA GESTION ET LE CONTRÔLE DES EFFECTIFS
TOTAL DES HEURES RÉMUNÉRÉES
AVRIL 2022 À MARS 2023

883000 Eastern Townships

	AVRIL 2022 À MARS 2023			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	102 431,27	0,00	102 431,27	69
2 Personnel professionnel	106 138,04	67,66	106 205,70	78
3 Personnel infirmier	0,00	0,00	0,00	0
4 Personnel enseignant	803 858,20	4 477,00	808 335,20	1 226
5 Personnel de bureau, technicien et assimilé	491 285,39	1 072,60	492 357,99	727
6 Agents de la paix	0,00	0,00	0,00	0
7 Ouvriers, personnel d'entretien et de service	207 801,73	673,70	208 475,43	224
8 Étudiants et stagiaires	0,00	0,00	0,00	0
Total	1 711 514,63	6 290,96	1 717 805,59	2 324

Financial Statements...

In keeping with the Québec Government's desire to strive for transparency with its public sector entities, for the 2022-2023 Annual Report, the complete financial statements for the Eastern Townships School Board will be made available. Please visit the following links to access the complete statements. As these are official government documents, they are available in French only.

Financial Statements June 2023

The Eastern Townships School Board...

Who we are:

The Eastern Townships School Board (ETSB) covers a vast geographic area in the southeastern part of the province of Quebec. Within its territory, there are eight municipal regional counties (MRCs), 20 elementary schools, 3 high schools, an adult education centre with satellite locations distributed across our territory and 2 vocational training centres. Depending on the location of each school, the population varies in terms of language spoken at home and the numbers of students ranging from almost 20 students in the smallest of our elementary schools to approximately 850 students in our largest secondary school. There is an equal distribution of English and French as mother tongue within our families, which truly confirms the bilingual nature of the School Board.

Community Learning Centres:



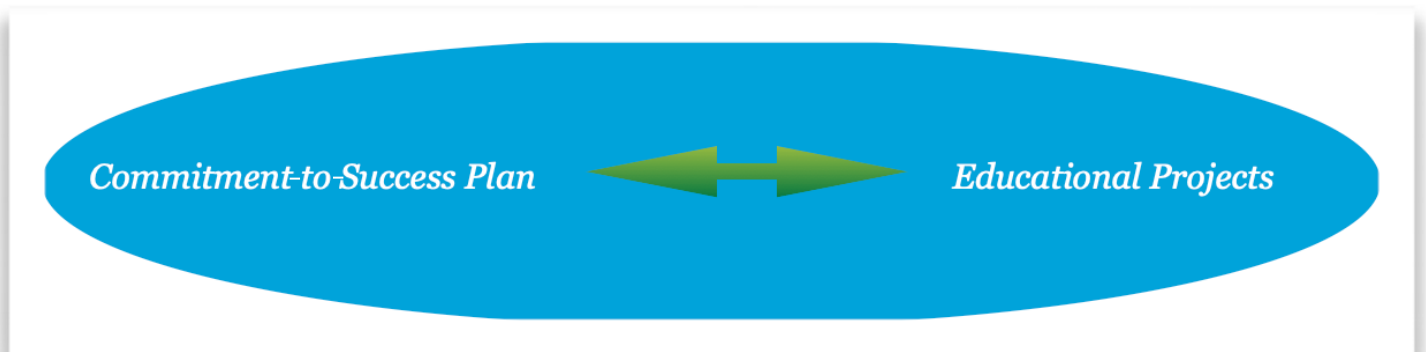
The Eastern Townships School Board's (ETSB) Community Learning Centres (CLC) belong to a network of community schools across Quebec that serve as "hubs" for English-language education and community development in their respective communities. CLCs promote lifelong learning, while enhancing the relationships between schools, students, parents and the community.

The ETSB has 4 CLCs comprising 10 Schools served by 5 Community Development Agents (CDAs). The ETSB CLCs directly serve the following communities: Bedford, Bury, Danville, Drummondville, Farnham, Magog, Richmond, Sawyerville and Stanstead. Our CLCs cultivate partnerships to improve student success and community vitality. They offer services, programs and community links that help to build and strengthen the relationships that our schools have within their communities and surrounding region.

In 2022-2023, the CLCs of the ETSB continued to put a focus on Early Literacy, Readiness for Kindergarten, Wellness and Family Engagement through various projects and workshops on a variety of topics, including the organization of K4 parent-child meetings, Early Childhood Nature Nerding, Books to Belly, Ready, Set, Grow workshops, Intergenerational PenPals, Summer Reading Challenges and School Gardens.

Commitment-to-Success Plan

Goal



The Eastern Townships School Board's (ETSB) Commitment-to-Success Plan aims to share, with all its employees, parents and community partners, a common vision of our efforts and challenges in the task of offering the highest quality education to our students. This plan is aligned with provincial orientations as well as the Educational Project of each school, adult, and vocational centre in order to reflect and respond to the realities of each community.

Four Foundational Pillars

Pedagogical Leadership

Recognizing that research supports the importance of powerful leadership on the part of the principal having a positive effect on students achievement.

Professional Learning Community

A structure for adult-learning, where educators collaborate on improving student learning by responding to four critical questions using collective inquiry into best practices in teaching and learning.

Attachment-based Developmental Approach

Based on the importance of the student/adult relationship and understanding the development of the child/adolescent.

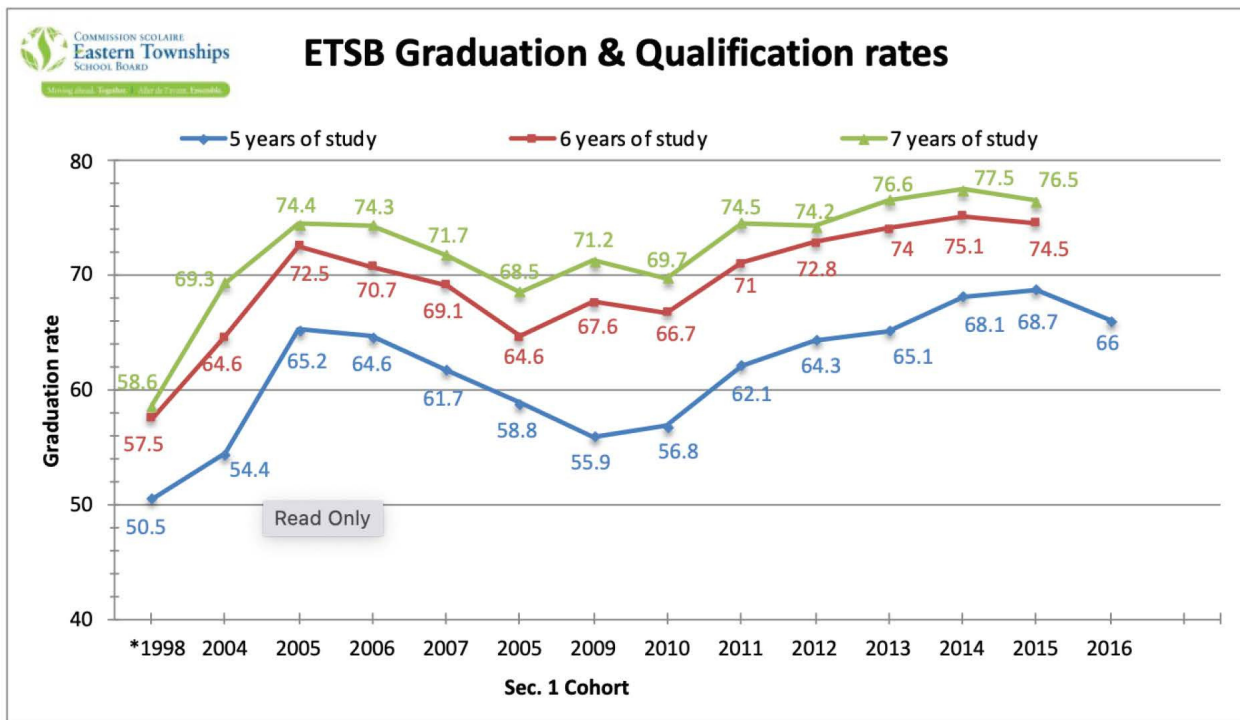
Student Engagement

Focusing on intellectual engagement and effective technology integration as one of the means.

Main Objective:

Raise the 7-year Cohort Graduation and Certification Rate from 71.2% to 76.2%

The 2018-2022 ETSB Commitment-to-Success Plan is comprised of one main objective of raising the 7-year cohort graduation and qualification rate to 76.2%, supported by our foundational four pillars (intellectual student engagement, attachment-based developmental approach, professional learning communities and pedagogical leadership) and prioritizing efforts to address girls’ and boys’ learning, preschool vulnerability, daily physical fitness and formative assessment structures. Within these parameters, every school and centre contributes to reaching and even surpassing this objective with its laser-focused approach in the Educational Projects. Essential words that guide us through this process are intentionality of excellence, continuous improvement, collaboration and trust, with a clear focus on student and adult learning at the ETSB.



		ETSB Graduation Rate										
		2005/2006 cohort	2006/2007 cohort	2007/2008 cohort	2008/2009 cohort	2009/2010 cohort	2010/2011 cohort	2011/2012 cohort	2012/2013 Cohort	2013/2014 Cohort	2014/2015 Cohort	2015/2016 Cohort
		7 years :2012	7 years :2013	7 years :2014	7 years :2015	7 years :2016	7 years :2017	7 years :2018	7 years :2019	7 years :2020	7 years :2021	7 years :2022
Students under 20 obtain a first diploma (DES or DEP)	Total	70.5%	66.1%	63.0%	62.6%	65.8%	64.7%	66.4%	67.1%	66.9%	69.0%	N/A
Students under 20 obtain a first diploma or qualification	Total	74.4%	74.3%	71.7%	68.5%	71.2%	69.7%	74.5%	74.2%	76.6%	77.5%	76.5%

Source: RAPPORT Diplomation et qualification par commission scolaire au secondaire, MEESS; Qualification includes certification for work-oriented training paths

The data above (the most recent provided) shows that the ETSB 7-year graduation and certification rate for the 2015-2016 cohort, now at 76.5%, has decreased slightly from a year ago, while surpassing our 2023 target of 76.2%. We remain focussed in our interventions and strive for improved results as we plan our future Commitment-to-Success Plan 2023-2027.

ETSB Orientations

Orientation 1

Address the higher than average vulnerability of our pre-school students.

The level of vulnerability, as evaluated by 2022 Quebec Survey of Child Development in Kindergarten (QSCDK), places the pre-school children eligible for an education at the ETSB at higher vulnerability level than other school boards and service centres in Quebec, in all five (5) domains: physical health and well-being, social competencies, affective maturity, cognitive and language development and communication skills and general knowledge. To this effect, 47.5% of 5-year old Kindergarten children are vulnerable in at least one domain of development, as compared to 28.7% in the province as a whole.

Some interventions that we have put in place and continue to work on to address this orientation are:

- A Pedagogical Consultant who focuses on early years (literacy) and the transition to kindergarten;
- Early Intervention Initiative focusing on purposeful play;
- Increase of 4-year-old kindergartens across our territory to reach almost all our elementary schools;
- A Welcome-to-Kindergarten initiative implemented in several schools;
- A Partnership with Phelps Helps and the Summer Slide Program to promote a summer transition camp for children entering Kindergarten or Cycle 1, in the communities of Stanstead and Cookshire.



Our Community Learning Centres who provide opportunities for pre-school children and parents such as:

- Books to Bellies (sessions geared to 3-5 year olds);
- Early Childhood Nature Nerding (outdoor education program geared towards early childhood);
- Library visits;
- Mama Moose (take off from the Mother Goose program where parents and preschoolers, ages 0 to 5, practice literacy skills through songs and rhyme);
- Ready, Set, Grow Workshops (Parent-Child Early Years Workshops, supporting the child's development and guiding families to services when appropriate);
- Parenting workshops and playgroup sessions;
- Reading Buddies (buddying up Kindergarten students with parents online).

Orientation 2

Examine our assessment structure with the intent of moving from predominantly summative to more formative assessments.

The ETSB is integrating assessment models based upon adult learning and collective responsibility for student achievement. We know that high-quality instruction, innovative technology and high expectations are important in learning, as is a formative assessment structure where we “establish learning goals, check for understanding, provide feedback and align future instruction with the students’ performance” (Frey & Douglas, 2011). It is worthy to note that a more formative assessment approach does not diminish the value of summative assessment but rather shifts our attention from the autopsy to the diagnosis, where formative assessments allow us to better identify and respond to students’ learning needs. Common formative assessments are currently used to assess student progress in English Language Arts and Mathematics in Cycles 1-2 elementary, as well as Cycle 1 Secondary.

Orientations & Objectives Determined by the Ministry

Orientation 1

Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to PIACC 2022.

With the vision to reach vulnerable adults within the Eastern Townships territory, the Adult Education sector increased its collaboration with local organizations, such as the Yamaska Literacy Council, Phelps Helps, Townshippers’ Association and CommunÉcole. Two main projects were done this year: 1) ETSB on the Road offering local SARCA and literacy services in Waterloo, Bedford, Mansonville and Cowansville. 2) Family literacy activities online. Both Adult Campuses have also increased offers of part-time language courses online and basic English classes in the Sherbrooke area free of charge. A special thank you to our partners and to our teachers who developed the online platform and classes for basic English.

We are continuing to work with our local adult literacy partners as we recognize the positive impact on our families and communities when we increase adult literacy. Our Adult sector has been laying the foundation with an action plan on how to address and support adult literacy. With the pandemic and the move to online learning, computer or digital literacy has been added as an essential skill for adult learners. We are continuing to explore strategies that we could use to determine how the ETSB and its Adult Centres’ Educational Projects could support this orientation.

As well, our Community Learning Centres provide workshops and programs that address adult literacy and the connection between literacy and early child development.



Orientation 2

Have elementary students physically active at least 60 minutes per day.

We, at the ETSB, have long seen the value of physical activity for students (and staff) at school and are supported by research on the correlation between physical activity and school success. This, coupled with our adherence to the Ministry of Education’s Healthy Eating Policy, has been embraced by our schools/centres in recent years.

This orientation appeared in the top two priorities (among the Minister’s 2 orientations and 5 objectives) by our Commitment-to-Success Plan Working Committee members. As a result, several of our elementary schools’ Educational Projects have targeted goals to increase the number of minutes of daily physical activity available for all students.

Results from the Our School Survey administered in 2023 to students in Grades 4, 5 and 6 in our elementary schools indicate that 43% of girls and boys spend over an hour/day physically active at school. Additionally, survey results indicate that an additional 27% spend between 30-60 active minutes at school. Outside of gym class, 81% of students played sports at school and all students spent, in average, an additional 1.2 hours per day participating in moderate (Canadian norm = 1.1 hours) to high intensity (Canadian norm = 1.3 hours) physical activity outside of school hours.

Objective 1

Reduce the gap in success rates between various groups of students by 50% by 2030.

Boys and Girls:

		Success rates of targeted populations and gaps between groups																				
		Provincial				Eastern Townships School Board														ETSB Targets 2022		
		2008-2009 Cohort (2014-2015 data)		MEEES Targets 2022	2008-2009 Cohort (2014-2015 data)		2009-2010 Cohort (2015-2016 data)		2010-2011 Cohort (2016-2017 data)		2011-2012 Cohort (2017-2018 data)		2012-2013 Cohort (2018-2019 data)		2013-2014 Cohort (2019-2020 data)		2014-2015 Cohort (2020-2021 data)		2015-2016 Cohort (2021-2022 data)			
		Success rate (%)	Gap (%)	Gap (%)	Success rate (%)	Gap (%)	Success rate (%)	Gap (%)	Success rate (%)	Gap (%)	Success rate (%)	Gap (%)	Success rate (%)	Gap (%)	Success rate (%)	Gap (%)	Success rate (%)	Gap (%)	Gap (%)	Success rate (%)	Gap (%)	
Sex	Male	73.8	All sectors	10.1	6.1	64.6	7.8	69.7	10.1	66.0	8.0	69.7	10.1	69.8	8.7	74.0	5.6	70.0	14.9	6.0	76.0	1.0
	Female	83.9			72.4		79.8		74.0		79.8		78.5		79.6		84.9				77.0	

Statistical analysis of the gap between the ETSB boys’ and girls’ graduation rates have fluctuated over the years. We noted a significant increase in the gap between girls and boys in 2020-2021 (14.9%), where we celebrated an increase in the girls’ graduation rate and a decrease in the boys’ rate. In 2021-2022, we noted a 6% increase in the boys’ success rate, with a decrease in the girls’ rate (77%), reducing the gap to 1%. While specific actions related to the reduction of the gap are addressed in the schools’ and centres’ Educational Projects, we will continue to research and promote intellectual engagement opportunities for both girls and boys, in order to ensure continued success and growth for all students moving forward.

Students with Special Needs and Those Without

The ETSB has a historically higher percentage of students with special needs when compared to the provincial average. Three factors, among others, explain this: a higher percentage of students entering our system with identified vulnerabilities; inconsistent access to English language health and social services and the fact that we do not set a limit on the number of IEPs we open. We feel that if the school team working with a student deem that he/she should have an IEP, we open one. The implementation of the WATCH (We Are Tracking Changes) Action Plan, a form of pre-IEP support plan, is proving to be a winning model in our inclusive environment.

Statistical analysis of the graduation rate between students with special needs and those without special needs reveal that the ETSB percentage for the baseline year that the Ministry has established (2014-2015) is almost identical to the provincial average: 48.3% provincially and 48.7% for the ETSB. For the same year, the gap between these two groups provincially is 34.1% and for the ETSB 34.6%.

The ETSB data from 2021-2022 reveals a consistent improvement in the success rate for students with special needs (from 48.7% to 65.7%). When comparing data from the 2020-2021 year, we notice a decrease in graduation rates for girls with special needs (from 76.8% to 67.2%) and a significant increase for boys with special needs (from 46.5% to 64.8%).

Overall, our total graduation rate for students with special needs went up by 4.4%. The total gap between regular students and students with special needs is 20.8% as compared to the provincial rate of 26.6%. Interestingly, the ETSB total graduation rates for students with special needs has been higher than the provincial rates over the last 5 years (a difference of 3% in 2017-2018, 6.1% in 2018-2019, 5.9% in 2019-2020, 3.8% in 2020-2021, and 3.5 % in 2021-2022). This statistical analysis shows that our approach with students with special needs is working.

Écart entre les élèves HDAA et les élèves ordinaires	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention actif à leur entrée au secondaire	Cohorte 2008 suivie jusqu'en 2014-2015					Cohorte 2009 suivie jusqu'en 2015-2016					Cohorte 2010 suivie jusqu'en 2016-2017					Cohorte 2011 suivie jusqu'en 2017-2018					Cohorte 2012 suivie jusqu'en 2018-2019					Cohorte 2013 suivie jusqu'en 2019-2020					Cohorte 2014 suivie jusqu'en 2020-2021				
		5 ans		6 ans		7 ans	5 ans		6 ans		7 ans	5 ans		6 ans		7 ans	5 ans		6 ans		7 ans	5 ans		6 ans		7 ans	5 ans		6 ans		7 ans					
		Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin	Total	Maçulin	Féminin					
Réseau public	Élèves ordinaires	69.0	78.4	82.4	78.6	85.8	71.0	80.1	83.8	80.4	86.9	73.6	82.3	85.6	82.1	88.6	76.1	83.6	86.4	83.3	89.2	76.5	83.8	86.2	82.8	89.1	78.7	84.6	86.6	83.3	89.6	78.5	84.2	86.8	83.3	89.8
	Total EHDAA	28.8	41.2	48.3	46.5	51.8	31.0	44.6	51.8	50.7	53.7	33.1	46.6	53.7	51.9	57.0	36.4	49.7	56.2	54.9	58.6	36.8	50.0	54.2	54.2	59.6	39.3	51.5	56.2	54.9	58.5	40.2	51.6	57.5	55.7	61
	Total	60.1	70.2	74.9	69.6	80.6	61.7	72.0	76.5	71.9	81.4	63.6	73.5	77.7	72.8	83.0	65.7	74.8	78.6	74.0	83.5	66.1	75.0	78.4	73.4	83.6	68.2	75.9	78.6	73.9	83.7	68.1	75.4	79.0	74.0	84.2
Commission scolaire Eastern Townships	Élèves ordinaires	75.4	80.2	83.3	80.2	85.8	76.0	83.6	85.2	80.5	89.4	74.7	79.6	82.4	81.0	83.5	79.6	84.7	86.4	83.8	88.7	74.7	80.6	81.6	79.4	83.3	78.5	85.4	87.3	86.4	88.0	80	83.4	86.8	85	88.6
	Total EHDAA	38.3	44.0	46.7	49.1	48.1	24.1	41.8	46.1	42.2	58.9	28.4	45.4	48.9	48.9	49.0	39.7	53.4	59.2	56.2	63.8	46.1	58.2	60.3	55.8	65.6	47.8	58.8	62.1	62.6	61.2	48.6	60.6	61.3	46.6	76.8
	Total	59.5	64.6	68.5	64.6	72.4	55.9	67.6	71.2	63.3	80.3	56.8	66.7	69.7	66.0	74.0	62.1	71.0	74.5	69.7	79.8	64.3	72.8	74.2	69.8	78.5	65.1	74.0	76.6	74.0	79.6	68.1	75.1	77.5	70.0	84.9

Reference: MEES, Obj_Polt_reus

Interventions en milieux défavorisés (IMD)

Since 2021, the ETSB only had one school with a Secondary 1 class classified as IMD (formerly known as NANS schools), within an IMSE index of 8 or above. The other three secondary schools fall within an intermediate IMSE index (7). Because of the small number of students in Secondary 1 emanating from an disadvantaged area, we cannot consider the sample size statistically representative and thus this statistic is no longer relevant for our school board.

Success rates of targeted populations and gaps between groups																						
Provincial					Eastern Townships School Board																	
		2008-2009 Cohort (2014-2015 data)		MEEES Targets 2022	2008-2009 Cohort (2014-2015 data)		2009-2010 Cohort (2015-2016 data)		2010-2011 Cohort (2016-2017 data)		2011-2012 Cohort (2017-2018 data)		2012-2013 Cohort (2018-2019 data)		2013-2014 Cohort (2019-2020 data)		2014-2015 Cohort (2020-2021 data)		ETSB Targets 2022 (2014-2015 cohort)	2015-2016 Cohort (2021-2022 data)		
		Success rate (%)	Gap(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Success rate(%)	Gap(%)	Gap(%)	Success rate(%)	Gap(%)	
Sex	Male	73.8	All sectors	10.1	6.1	64.6	7.8	69.7	10.1	66.0	8.0	69.7	10.1	69.8	8.7	74.0	5.6	70.0	14.9	6.0	76.0	1.0
	Female	83.9				72.4		79.8		74.0		79.8		78.5		79.6		84.9			77.0	
Special Needs	EHDAA ¹	48.3	Public sector	34.1	25.3	48.7	34.6	59.2	27.2	48.9	33.5	59.2	27.2	60.3	21	62.1	25.5	61.3	25.5	29.0	65.7	20.8
	Regular students	82.4				83.3		86.4		82.4		86.4		81.6		87.3		86.8			86.5	
IMSE index	Disadvantaged areas ²	69.0				66.7	1.1	61.0	14.7	44.2	28.8	61.0	14.7	48	27.8	48.4	30.5	50.0	13.1	1.0	N/A	N/A
	Intermediate areas ³	75.6	Public sector	6.6	6.5	67.8	7.2	75.7		73.0		75.7		75.8		78.9		79.8			N/A	N/A
	Advantaged areas ⁴	81.0		5.4		75.0		50.0													N/A	N/A
Immigration	First-generation	75.0*	All sectors	9.0	3.0	50.0	36.4	75.0	0.6	45.5	24.8	75.0	0.6	75.0	1.2	53.8	23.6	66.7	11.0	N/A	N/A	N/A
	Second-generation	84.0		3.8		86.4	18.8	74.4	0.1	70.3	0.6	74.4	0.1	74.2		77.4		77.7			N/A	N/A
	Non-immigrants	78.8				67.6		74.5		69.7		74.5									N/A	N/A

-PEVR_Indicateurs_1_2_3_8.xlsx

-Taux_diplomation_qualification_ed2022.xlsx

Objective 2

Reduce the proportion of students starting public secondary school at age 13 or older.

High schools	ETSB												Target 2022	2022-2023 Cohort
	2011-2012 cohort	2012-2013 cohort	2013-2014 cohort	2014-2015 cohort	2015-2016 cohort	2016-2017 cohort	2017-2018 cohort	2018-2019 Cohort	2019-2020 Cohort	2020-2021 Cohort	2021-2022 Cohort			
Proportion of students in secondary 1, 13 years and older	12.1%	13.5%	20.0%	12.5%	16.1%	20.1%	17.2%	18.0%	17.2%	16.0%	13.0%	18.9%	N/A	

Statistical analysis reveals that over the last 10 years at the ETSB, this rate has fluctuated from 12.1% in 2011-2012 to 20.1% in 2016-2017. While the most recent data is not available, the 2021-2022 data shows that there has been a decrease in the proportion of students starting school at age 13 or older over the past four years and we have met our 2023 target.

Objective 3

Raise the 7-year cohort graduation and qualification rate.

As discussed previously, this is the ETSB's main objective, and we are pleased that we have achieved and surpassed our objective with a 76.5% graduation and qualification rate. We will continue to work collaboratively at increasing this rate, including the efforts and dedication from students, parents and staff from all sectors, including our elementary & high school and adult and vocational centres.



Objective 4

Increase to 90% the success rate on the production competency of the elementary grade 6 English Language Arts end-of-cycle evaluation.

When analyzing the Ministry English Language Arts exam results (production competency) at grade 6 and secondary 5, results for the 2022-2023 indicate an 85.3% success rate in Grade 6 and a 97.6% success rate in Secondary 5. Due to COVID-19 realities, Ministry exams were cancelled in 2019-2020 and 2020-2021. In 2021-2022, these exams were reintroduced and while we did not reach our target in Grade 6, we saw a 2.7% increase from last year and an overall increase of 4.7% since 2018-2019, which is encouraging.

Objective 5

Ensure that all school buildings are in satisfactory condition.

The Eastern Townships School Board is committed to providing a favourable physical environment for all school community members with the objective to significantly contribute to our students' success. Considering the priorities established for all investment projects and the financial aspects closely linked to this objective, the ETSB plans to meet the Ministry indicators, which is to have all ETSB buildings in 100% condition by 2030. We continue to work towards this target.

The ETSB received a little more than \$14M from the MEQ for investment projects. Many projects, including the ones stated below, were accomplished or are in the process of being completed.

The most significant and major accomplishment this academic year was the continuation of the eco-energetic project where we were able to install mechanical ventilation and air conditioning in three schools and convert all oil based heating systems.

The new gymnasium for Farnham Elementary school is now completed and operational since September 2023. Farnham Elementary School is a school from the Duplessis era where no gymnasium was linked to the school but rather what is called an indoor recreational room. The low ceiling allowed no possibility of playing multiple sports like Volleyball, Badminton, Basketball, and others. The actual gym now allows students to discover all possible sports and develop their skills to the fullest!

Asbestos-Danville-Shipton (ADS) Elementary school has been reconfigured for its bus drop-off and parking lot. It now welcomes five state of the art charging stations for buses, and furthers the way towards the full electrification of the ETSB's bus fleet. The front yard landscaping has also been renewed. ADS will also embellish its playground in the next few months where we expect new modules for its students and the local community.

ETSB is still working on its eco-energetic project this upcoming year at a pace of about three schools per year. The material resources department is also working on new projects like the renovation of gymnasiums at Lennoxville Elementary School and Ayer's Cliff Elementary School. Also, a full remodelling of the bus drop-off and parking lot at St. Francis Elementary School to give students back their full playground area without any buses going in any longer. Sunnyside Elementary welcomes "The Dome", a new solar greenhouse to make its garden an all year round harvest program where kids will experience the magic of nature. Sutton Elementary School keeps improving as well with a new kitchen and will soon boast the second ETSB greenhouse.

Recognitions & Events

Year after year, the ETSB holds special events to recognize the dedication and excellence of the many people that contribute to our students' success.

This academic year our schools and centres were delighted to once again celebrate with in person events to create meaningful moments marking the milestones and special achievements of our ETSB community.

Employee Recognition: Through out the year our employees were recognized and applauded for their contribution. Memos were sent out, social media outreach was employed and special events held such as the annual Retirement Gala in honour of those employees completing their careers with the ETSB.

Recognition at the Council of Commissioners' meetings: Every month, the Council of Commissioners pay tribute to students and staff members who have participated, initiated or contributed to significant events or made remarkable achievements. Letters of appreciation and or recognition were sent to all highlighted and celebrated at these monthly meetings. Monthly council highlights were also circulated in all ETSB establishments to share these achievements with staff and students.

High Schools: Everyone was excited to be able to celebrate graduates in festive and inclusive ways, here are some highlights from the ETSB's 3 high schools...

Richmond Regional High School (RRHS) was able to provide graduates with a traditional graduation ceremony in the large gymnasium. Graduates were able to invite as many family members to the ceremony as they wished. The graduates each walked down the red carpet in the beautifully decorated gymnasium before getting onto the stage to receive their diplomas. They were also presented with well-deserved scholarships as well as academic and athletic awards.

Massey-Vanier High School (MVHS) held a traditional graduation ceremony for their graduates. The ceremony was held in the MVHS auditorium and it was brimming with family and friends. Assistant Director General, Ms. Kandy Mackey, addressed the graduates with warm words of wisdom. Each graduate was honoured by the reading of a personalized grad write-up by the Vice-Principals as Principal Ms. Sherrer Vokey presented them with a congratulatory scroll during the traditional cap and gown photo. The staff decorated the auditorium and set up several photo areas in the cafeteria and served a light meal following the ceremony.

Alexander Galt Regional High School (AGRHS)

Alexander Galt Regional High School (AGRHS) celebrated graduates at the Saint-Michel Basilica Cathedral in Sherbrooke. The graduation ceremony was held in the Nave, with the dancing and festivities held afterwards in the newly renovated space below. The event was again televised live via Facebook/YouTube so that extended family and friends could once again join from a distance. Graduates had the opportunity to be photographed professionally, enjoy a delicious graduation cake, and win raffle prizes throughout the evening of music and

dancing that followed the formal ceremony. The graduating class was also treated to an end of year trip to the Bromont Waterslides.

Other local events were held as well, such as Terry Fox runs, theatrical productions & Remembrance Day ceremonies through out our ETSB communities to name but a few.

We are also pleased to report that over 89 students successfully completed their study goals this year in our Eastern Townships Adult General Education programs (ETAGE)! As well, our Vocational Training Centres celebrated high numbers of new graduates with 284 students having completed their programs in 2022-2023.

All in all, 2022-2023 was a rewarding year for the Eastern Townships School Board at every level of learning! We completed our 5 year Commitment-to-Success Plan (2018-2022) and are pleased to have surpassed our overarching goal of increasing the graduation/certification rate to 76.2%, having arrived at a rate of 76.5% for the 2015-2016 cohort. We are very proud of our students and staff alike for their dedication, accomplishments, perseverance and resiliency shown this academic year!



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