



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

ANNUAL REPORT

**2024
2025** SCHOOL YEAR



Prepared by the Communications Service

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MESSAGE

from the Chairman of the Board and the Director General



MICHAEL MURRAY



KANDY MACKEY

The 2024–2025 school year was marked by both renewal and resilience. It reminded us – sometimes under challenging circumstances – why public education matters so deeply to our students, our families, and the anglophone community we are proud to serve.

GOVERNANCE AND COMMUNITY PARTNERSHIPS

In the fall of 2024, school board elections brought both continuity and renewal to the Council of Commissioners. Returning commissioners brought experience and institutional memory, while new members contributed fresh perspectives and energy. Together, Council reaffirmed its commitment to strong local governance, transparency, and advocacy for English-language education in Quebec.

This year also marked the renewal of our partnership with the New Frontiers School Board, extending opportunities for students in the International Student Program (ISP). Fifty-three students were welcomed by forty-six host families, enriching our schools and strengthening intercultural understanding. Despite the clear benefits to our local students and school communities, international students experienced unfortunate and unnecessary delays in obtaining visas.

A VIBRANT YEAR ACROSS OUR SECTORS

Our Adult Education and Vocational Training sector experienced a particularly active year. Teams continued to engage with local events and organizations, such as Townshippers' Festival Day, to ensure communities remain aware of the services available to adult learners.

Innovative initiatives highlighted the sector's impact. The *Offensive Construction* project demonstrated how education can support local industry while benefiting the community, qualifying workers and repurposing hand-built sheds for use in school playgrounds. The Second Masters Challenge invited new and returning ETSB employees to experience the trades firsthand, combining learning, collaboration, and moments of genuine joy.

Students and staff also participated in and hosted several *Olympiades*, including the *Olympiades régionales de Compétences Québec*, the *Olympiades du Meilleur élève en boucherie de détail*, and the *Olympiades québécoises des métiers et des technologies*. We are immensely proud of the students who participated and of the staff who supported them. This excellence was further recognized when *Campus Brome-Missisquoi* received the QESBA Award of Excellence in Education in the Adult Education and Vocational Training category for its innovative Grocery Service Clerk Project.

In the Youth Sector, the graduation and qualification rate increased slightly from the previous year to 75.6%, with girls continuing to have higher outcomes and boys showing improvement as well. This reflects a sustained focus on early intervention, mathematics, and student engagement across our system. Student voice was intentionally elevated across schools, with student councils, leadership committees, and student-led assemblies becoming increasingly common and offering learners greater agency and choice. This year also marked the launch of the first Elementary Central Student Advisory Committee (CSAC), giving elementary students a structured forum to share ideas and learn from one another. The Secondary–Adult CSAC continued its important work, ensuring that student perspectives remain central to our collective thinking.

MESSAGE (Continued)

from the Chairman of the Board and the Director General



SCHOOLS AND CENTRES AT THE HEART OF THE COMMUNITY

Throughout the year, our schools and centres were alive with meaningful activity - Remembrance Day ceremonies, Terry Fox Run, science fairs, garden projects, Indigenous culture celebrations, outdoor and ski programs - fostering perseverance and wellbeing.

Professional development focused on critical thinking, resilience, and conceptual mathematics, strengthening student engagement. Resource teachers participated in a highly valuable professional development experience, offering networking, relevant content, and practical interventions to support student progress.

Our Commitment-to-Success Plan continued to guide the organization, focusing efforts to qualify and certify more students through professional development and targeted interventions.

NAVIGATING COMPLEXITY WHILE STAYING FOCUSED

The year brought challenges: legislative changes, shifting ministerial directives, staffing shortages, and sudden budget compressions.

A particularly concerning situation arose early in the year within our *Francization* program. Retroactive changes to the funding formula, announced only after additional staff had been hired, forced the abrupt termination of a program that was demonstrating strong results. As a result, more than 275 adult learners seeking to acquire French-language skills essential for employment experienced an abrupt end to their education. This decision had a significant impact on both learners and the staff who had committed their time and expertise to the program. A cautious restart is planned for next year.

Starting in December 2024, ETSB faced additional budget pressures and uncertainty. These cuts forced reductions of hundreds of thousands of dollars mid-year, disrupting enrichment and support to students, particularly the most vulnerable. In June, further cuts totaling over \$6 million for ETSB were announced long after contracts to engage staff for the next year were finalized. The announcements created sustained turmoil and distress. Frequent changes and contradictory statements left the year's end in uncertainty. Despite these pressures, staff and leaders focused on supporting students and maintaining stability.

The English school board network continued its legal efforts to protect democratic governance. In February 2025, the Quebec Court of Appeal upheld a prior ruling affirming the rights of English school boards to manage and control education. Council of Commissioners also engaged in a governance learning process, to strengthen clarity, communication, and efficiency, with implementation planned for fall 2025.

BUILDING ON OUR SUCCESS

Overall, 2024-2025 was demanding yet meaningful. Through change and challenge, ETSB remained anchored in its mission: supporting student success and sustaining the vitality of the anglophone community.

We move forward with realism, confidence, and hope - grateful for the dedication of our staff, the engagement of our communities, and the resilience of our students. Together, we continue to build an ETSB where learners are known, supported, and empowered to thrive.

MOVING AHEAD. TOGETHER

INCLUSION - WELLBEING - GROWTH





COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

OUR CONTEXT

The Eastern Townships School Board (ETSB) as it exists today was established in 1998 following the amalgamation of the District of Bedford School Board (located in Cowansville) and the existing ETSB (located in Lennoxville). It covers a vast geographic area in the southeastern part of the province of Quebec. Within its territory, there are eight (8) municipal regional counties (MRCs), it consists of:

20

**ELEMENTARY
SCHOOLS**



3

**SECONDARY
SCHOOLS**



2

**VOCATIONAL
TRAINING CENTRES**



1

**ADULT EDUCATIONAL
CENTRE**

2 Campuses



A BILINGUAL ENVIRONMENT

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 a mother tongue within our families, which truly confirms the bilingual nature of the School Board.

A TEAM DEDICATED TO EDUCATIONAL SUCCESS

Staffing breakdown for the 2024-2025 year:

- 58 administrators
- 78 professionals
- 597 teachers
- 552 support staff
- 65 bus drivers



ETSB COMMUNITY LEARNING CENTRES (CLC s)

We are part of a network of community schools across Quebec, serving as key "hubs" for English-language education and community development in their local areas. CLCs promote lifelong learning, while enhancing the relationships between schools, students, parents and the community.

The ETSB has four (4) CLCs comprising ten (10) schools served by five (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 2024–2025, the CLCs of the ETSB expanded their areas of focus to include a stronger emphasis on the transition between elementary and secondary school, while continuing their ongoing work in Early Literacy, Readiness for Kindergarten, Wellness, and Family Engagement. A wide range of projects and workshops supported these priorities, including early language workshops for parents and children aged 0–4, Forest School experiences for K4 and K5 classes, health workshops for preschoolers, transition-to-secondary activities, parent–child engagement opportunities such as “Collective Cooking,” screen-time workshops for parents, Intergenerational PenPals, Summer Reading Challenges, and School Gardens.



ETSB'S FOUR (4) FOUNDATIONAL PILLARS



OUR FOUNDATION



The Eastern Townships School Board's (ETSB) Commitment-to-Success Plan aims to share a common vision of our efforts and challenges with all our staff, parents, and community partners in order to provide the highest quality education to our students. This plan aligns with provincial guidelines and the educational projects of each school, adult centres and vocational training centres to reflect and respond to the realities of each community.

1

Attachment-Based Developmental Approach: based on the importance of the adult-student relationship and the understanding of child and adolescent development.

Professional Learning Communities (PLC): a structure for adult learning where educators collaborate on improving student learning by responding to four (4) critical questions, using collective inquiry into best practices in teaching and learning.

3

2

Pedagogical Leadership: recognizing that research supports the importance of powerful leadership on the part of the principal having a positive effect on student achievement.

Student Intellectual Engagement: focuses on intellectual engagement with technological integration as one of the means.

4





ETSB SCHOOL BOARD OVERVIEW

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.

VISION

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

VALUES



COUNCIL OF COMMISSIONERS

WARDS



Michael Murray
Chairman



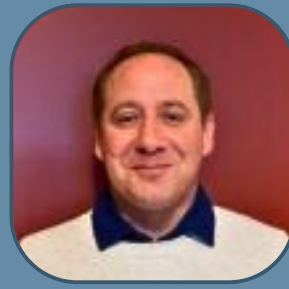
Joy Humenuik
Vice-Chair



Jonathan Murray
Cowansville



Richard Gagnon
Brome-Sutton



Richard Gosselin
Granby-Waterloo



Shawn Jersey
Magog



Claire Beaubien
Hatley-Stanstead



Helene Turgeon
Sherbrooke



Gordon Barnett
Fleurimont-Lennoxville



Sandra Finlay
Drummondville



Gary Holliday
Richmond



Mary-Ellen Kirby
Compton-Mégantic

PARENT COMMISSIONERS



Pamela Gougeon



Sarah Langlois



Eliza McKnight



Jody Murray

COUNCIL OF COMMISSIONERS HIGHLIGHTS



ELECTIONS



November 2024 marked a crucial moment for local school governance with the holding of the general school elections. These elections successfully identified all key leaders, including the Chair and Commissioners for all eleven (11) wards, each securing a four-year mandate. The results brought in a mix of continuity and new perspectives to the governing body.

A strong sense of stability was confirmed by the return of nine (9) out of the eleven (11) ward commissioners. This high rate of returning commissioners suggests a vote of confidence in the leadership and direction established in the majority of the wards. However, the elections also brought new voices to the table, specifically with the successful election of new commissioners in the Sherbrooke and Drummondville wards. The addition of new representatives brings fresh local insights and priorities to the board's discussions.

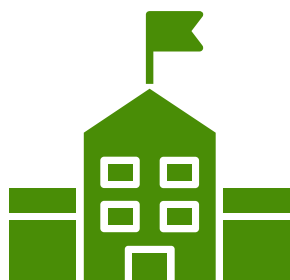
In parallel with the commissioner elections, the parent community also participated actively, electing four (4) Parent Commissioners. These individuals were elected for a two-year mandate, ensuring consistent parental input in school board decisions. The parent representatives also reflected a balance of experience and novelty: two (2) returning Parent Commissioners were re-elected, offering continuous insight, while two (2) new Parent Commissioners joined the Council, ready to inject new ideas into the education discourse.

The complete slate of elected officials on Council — a Chair, eleven (11) ward commissioners, and four (4) parent commissioners—is now poised to shape the future of local education, balancing institutional memory with new energy over their respective mandates.



COUNCIL OF COMMISSIONERS HIGHLIGHTS

(Continued)



PRIMARY SCHOOLS



The Council of Commissioners held eight (8) regular and two (2) special meetings.

- Asbestos-Danville-Shipton
 - Brick pointing
 - School yard draining
- Ayers' Cliff
 - Brick pointing
- Knowlton Academy
 - Renovation of the secretariat and staff room
- Lennoxville
 - Cafeteria and gymnasium renovations
- Mansonville
 - Application to become an alternative school
- Parkview
 - Replacement of the water distribution network
 - Playground and drainage improvements
- Princess Elizabeth
 - Electrification project
 - Kitchen renovation
- Sherbrooke
 - Small gymnasium ceiling, administrative offices and south staircase renovations
- Sunnyside
 - Electrification project
- Waterloo
 - Gym renovation
- All Primary Schools
 - Multimedia equipment for schools
 - Eco-energetic project (Ayer's Cliff, Butler, Cookshire, Heroes', Knowlton Academy, Mansonville, North-Hatley, Sawyerville, Saint-Francis, Sutton, Waterloo)



COUNCIL OF COMMISSIONERS HIGHLIGHTS (Continued)



SECONDARY SCHOOLS



- Alexander Galt
 - Water Distribution Repair
 - Parking and water distribution repairs
- Richmond
 - Emergency exit improvements
- All secondary Schools
 - Multimedia equipment for schools



ADULT AND VOCATIONAL EDUCATION SERVICES

- Vocational Training Centres
 - Request for Retail Butchery (5768), Secretarial Studies Legal (5873), Secretarial Studies Medical (5874) and General Building Maintenance (5711) programs
 - Purchasing of equipment for welding and assembly program
- Adult General Education
 - Renewal of the agreement with Services Québec
 - New Horizons - Basement classrooms reorganization
 - Board office renovations for adult general education

COUNCIL OF COMMISSIONERS HIGHLIGHTS

(Continued)



SCHOOL BOARD



- Agreement for Integrated Educational Services from the Montreal Oral School for the Deaf
- Appointment of an Ethics and Integrity Officer
- Criteria for enrolment of students of the Eastern Townships School Board for the 2025-2026 School Year
- Service Contract, Professional Development in Mathematics
- 2024-2025 School Bus Bids
- Cloud hosting contract with ITI
- Employee assistance program and telemedicine services for employees
- 2025-2026 Microsoft licenses acquisition
- Fibre Optic Convention
- 2025-2026 Confirmation of the Administrative Structure
- Purchase of Critical Thinking Materials for Science
- Purchase of Materials that Promote Student Wellbeing
- Purchase of Math Manipulatives for schools - 2024-2025
- ECQ Project – “What’s cooking at l’espace cuisine
- ECQ Project Cleaning equipment
- Adoption of a new Code of Ethics





PROFESSIONAL CONDUCT REVIEW COMMITTEE

As per article 175.1 of the Education Act, the Council of Commissioners must, 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 2023-2024 school year, there were no complaints brought before the **Professional Conduct Review Committee**.

REPORT ON BULLYING AND VIOLENCE

Compliance with Articles 220 and 96.12 of the Quebec Education Act

INTRODUCTION

In accordance with Bill 56, An Act to Prevent and Deal with Bullying and Violence in Schools, and the Quebec Education Act, Article 220, this report provides an overview of the implementation of the measures aimed at preventing and addressing bullying and violence within the schools under our jurisdiction. Specifically, this document addresses the obligation outlined in Article 96.12 to report on the nature of complaints related to bullying or violence, and the actions taken in response.

COMMITMENT TO A SAFE AND SECURE LEARNING ENVIRONMENT

As required by Article 210.1 of the Education Act, the School Board is committed to ensuring that every school provides a safe, healthy and secure learning environment for all students. This environment enables students to develop their full potential, where a culture of respect and inclusion is fostered, aiming to prevent bullying or violence. In alignment with this commitment, each school has established a committee that regularly reviews and updates their Plan of Action to prevent and address incidents of bullying and violence. There is ongoing work of the in-school committees to meet requirements and reflect the core values of safety, inclusivity and respect for all students.

MEASURES TAKEN TO ADDRESS BULLYING AND VIOLENCE

Our schools have adopted comprehensive anti-bullying and anti-violence (ABAV) plans, which are aligned with the legal framework set forth in Bill 56 and the Act respecting the National Student Ombudsman (2022, chapter 17). These plans are designed not only to respond to incidents of bullying and violence but also to prevent such incidents from occurring in the first place.

PREVENTIVE MEASURES INCLUDE:

- Promoting positive behavior and conflict resolution skills through educational programs.
- Establishing clear codes of conduct and behavioral expectations.
- Offering support and resources for students and parents affected by bullying or violence.
- Providing professional guidance and counseling through our Director of Complementary Educational Services and her team.



REPORT ON BULLYING AND VIOLENCE (Continued)

Compliance with Articles 220 and 96.12 of the Quebec Education Act

COMPLAINTS AND REPORTS

In line with Article 220 of the Quebec Education Act, we report here the nature and scope of bullying and violence-related complaints filed with the Director General, as well as the measures taken in response. During the 2023-2024 school year, **two (2) alleged incidents** of bullying or sexual violence were reported to the Director General. These incidents were reviewed in detail, and appropriate follow-up measures were taken, including disciplinary action where applicable and recommendations for future prevention.

Of the two (2) reported incidents:

- Both of the **two (2)** cases, though reported, did not involve a formal complaint. However, it was still subject to the same thorough review process, and appropriate actions were taken to ensure that the situation was addressed and preventive measures were implemented.

Also, follow-up measures included additional educational sessions and support for the students involved, as well as training sessions for staff on recognizing and addressing bullying behaviors and acts of sexual violence. Recommendations were also made to prevent similar incidents from occurring in the future. The rest of the incidents that occurred during the year were handled at the school level in accordance with their ABAV plans.

In conclusion, the ETSB remains committed to providing a safe, inclusive and supportive environment for all students. We have taken the necessary steps to address bullying and violence and continue to prioritize the wellbeing of every student. The ongoing work of the committees, the implementation of action plans and the adherence to the legal frameworks outlined in Bill 56, the Quebec Education Act and the Act respecting the National Student Ombudsman ensure that incidents of bullying and violence are dealt with promptly and effectively.

The annual report, submitted to the National Student Ombudsman on September 30, 2025, indicated that twenty-seven (27) complaints were received, of which nine (9) were formal complaints and three (3) were deemed founded. Most cases were resolved at the school and centre level, reflecting effective communication and problem-solving by parents and administrators. Only one (1) ongoing complaint needed to be addressed with the regional student ombudsman. The complaints were spread across various areas, with no specific sector identified. Commitment to fostering a learning environment free from bullying and violence is unwavering, and we will continue to monitor and improve our processes to ensure the safety and success of all students.



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:

Staffing levels in the 2024–2025 school year decreased slightly compared to the previous year, primarily within support staff positions. This change is largely attributable to the implementation of the 2023–2028 support staff collective agreement, which introduced the “classroom assistants” allocation to enhance in-class support. As a result, the organization increased the number of Classroom Assistant positions and adjusted several support staff roles to include a higher number of assigned hours.

These adjustments were made to improve the attractiveness of support staff positions and support employee retention. Consequently, although the overall number of employees declined, the total number of hours worked increased during the year.

	AVRIL 2024 À MARS 2025			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	98 549,20	0,00	98 549,20	65
2 Personnel professionnel	110 051,05	33,60	110 084,65	77
4 Personnel enseignant	867 963,73	1 782,71	869 746,44	1 313
5 Personnel de bureau, technicien et assimilé	569 977,84	3 868,77	573 846,61	752
7 Ouvriers, personnel d'entretien et de service	217 824,90	723,12	218 548,02	237
Total	1 864 366,72	6 408,20	1 870 774,92	2 444

FINANCIAL STATEMENTS



In keeping with the Quebec Government’s desire to strive for transparency with its public sector entities, for the 2024-2025 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 30, 2024



COMMITMENT-TO-SUCCESS PLAN



Main Objective



The ETSB Commitment-to-Success Plan is comprised of one main objective of raising the 7-year cohort graduation and certification rate to 82.5%, supported by our four (4) foundational pillars: (attachment-based developmental approach, pedagogical leadership, professional learning communities, and student intellectual engagement) and prioritizing efforts to address the vulnerability of preschoolers, bilingualism, health and wellness, as well as valorizing transitions and the access to the different pathways. Within these parameters, every school and centre strives to achieve and even exceed this objective through a laser-focused approach in their Educational Projects. Key guiding principles in this process are inclusion, wellbeing and growth, with a dedicated emphasis on fostering both student and adult learning at the ETSB.

The most recent data indicates that the ETSB's 7-year graduation and certification rate for the 2017-2018 cohort stands at 75.6%, reflecting a growth of 1.7% compared to last year's results.

Through targeted interventions and a strong commitment to enhancing student engagement, supporting smoother transitions and fostering diverse pathways, we remain focused on achieving improved outcomes in the years ahead.

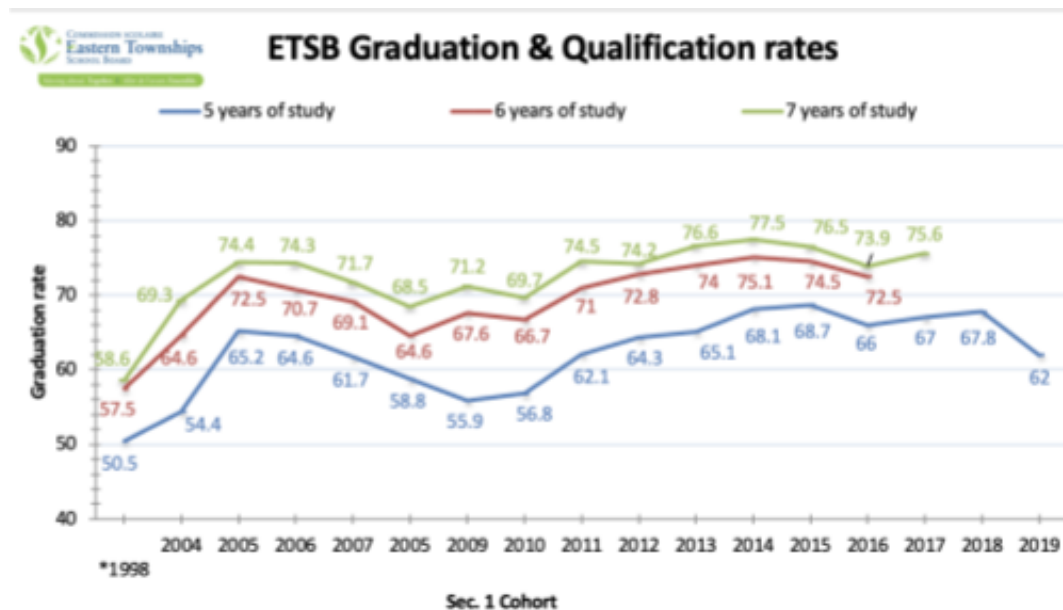


RAISE THE 7-YEAR COHORT GRADUATION AND CERTIFICATION RATE

GRADUATION AND QUALIFICATION RATES 7 YEARS



ETSB GRADUATION AND QUALIFICATION RATES





► ORIENTATION 1

ADDRESS THE HIGHER THAN AVERAGE VULNERABILITY OF OUR PRE-SCHOOL STUDENTS

The level of vulnerability, as evaluated by the 2022 Quebec Survey of Child Development in Kindergarten (QSCDK), places the pre-school children eligible for an education at the ETSB at a higher vulnerability level than other school boards and service centres in Quebec, in all five (5) domains: physical health and wellbeing, 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.

To address this orientation, we have implemented and continue to develop these interventions:

- **Dedicated Pedagogical Support:** A Pedagogical Consultant focused on early years literacy and the transition to Kindergarten.
- **Early Intervention Initiative:** Purposeful play-based learning strategies and formative assessment to support foundational skills.
- **4-Year-Old Kindergarten:** 95% of our schools across the territory now offer a 4-year-old Kindergarten program.
- **“Welcome to Kindergarten” Initiative:** This initiative has been implemented in several schools to ease the transition for young learners.
- **Community Partnerships:** Collaborations with organizations such as Phelps Helps, *Le Tandem* and *R 3 U S S I R* to offer summer literacy and transition camps in the communities of Stanstead, Cookshire and Farnham/Bedford.
- **Community School Approach:** Several schools adopt a community-focused approach to promote literacy among preschool and Cycle 1 children and their families.

Examples include:

- Outdoor family literacy events
- Grandparent reading programs
- Mother Goose programs
- *Lire et Faire Lire* sessions
- Library visits and storytime
- Summer reading challenges
- Welcome bags for K4 and K5 students





ORIENTATION 2

VALORIZE TRANSITIONS AND ALTERNATIVE PATHWAYS

Students experience several important transition moments throughout their educational journey—from their arrival in K4, to the move into elementary school, then on to high school, postsecondary studies, and to the workforce. Within the ETSB, these pivotal moments are enriched by the diversity of pathways available, including strong vocational training and adult education options. By recognizing the significance of these transitional periods and offering proactive, individualized support, ETSB helps ensure that every learner can confidently navigate their next steps and pursue a path that aligns with their strengths, interests, and goals.

To address this orientation, we have implemented and continue to develop interventions like:

Trade & Masters challenges: The Trade and the Masters Challenge are two engaging activities offered to our Secondary 1 students and new staff members, giving them the opportunity to discover various trades in a hands-on and playful way.



INCREASE THE RATE OF DIPLOMATION IN VOCATIONAL TRAINING AFTER THREE (3) YEARS

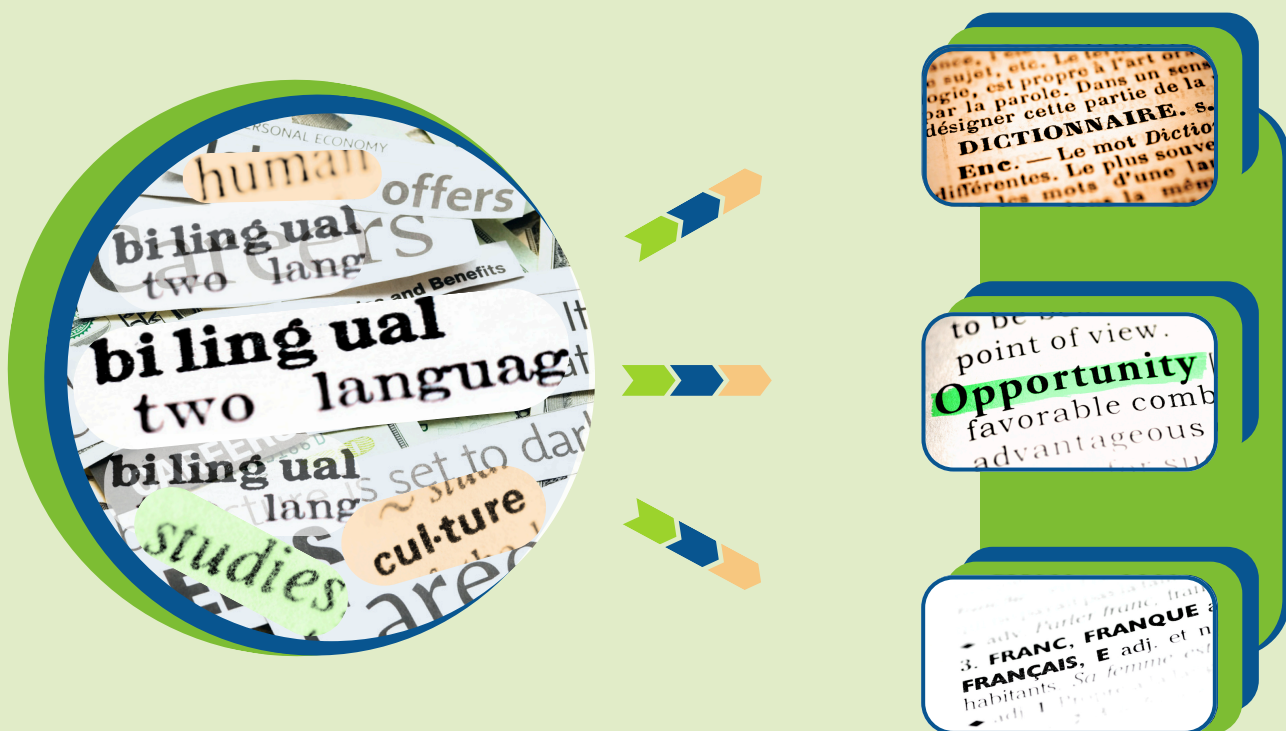


ORIENTATION 3

BILINGUALISM - NURTURING ACADEMIC AND CULTURAL ENRICHMENT

The ETSB maintains a strong and affirming stance on the importance of bilingualism, recognizing the value and cultural richness that come with the ability to speak two languages. Our goal is to maximize opportunities for students to develop the linguistic and cultural competencies that will support their continued education and future employment within Quebec. At the ETSB, bilingual integration extends beyond academic instruction, aiming to cultivate learners who are not only functionally bilingual but who also experience a sense of belonging within Quebec's cultural landscape.

Across our school board, several school-based initiatives have been developed to provide students with authentic and meaningful opportunities to use their second language. These initiatives focus not only on strengthening academic language skills but also on building students' confidence in communicating effectively in real-life situations. Activities such as cultural exchanges, community-based projects, and classroom practices grounded **in the *approche actionnelle*** offer students multiple opportunities to engage with their second language in relevant, purposeful contexts. Collectively, these efforts support the development of bilingual learners who feel empowered and equipped to participate fully in their communities.





► ORIENTATION 4

MAINTAIN AND INCREASE THE FOCUS ON PHYSICAL AND MENTAL HEALTH (WELLBEING) OF STUDENTS AND STAFF

Physical and mental wellbeing continue to be core priorities within schools' Educational Projects, reflecting a shared commitment to creating conditions that support both student success and staff wellbeing. Through targeted professional development, schools actively engage in meaningful dialogue around wellbeing and belonging, strengthening inclusive and supportive learning environments. These actions exemplify a developmental approach and directly advance one of the four (4) foundational pillars of our Commitment-to-Success Plan.



Strengthening partnerships to address mental health challenges in schools

To better meet students' mental health needs, schools have strengthened partnerships with community and health organizations, including Mental Health Estrie and *CIUSSS de l'Estrie - CHUS*. These collaborations provide targeted in-school services, such as *Interventions positives* and *Aire ouverte*, designed to directly support students' wellbeing. Through the *Hors-piste* initiative, delivered in collaboration with the healthcare system, students participate in classroom workshops that help them manage anxiety, build coping strategies, and develop the skills they identify as most valuable for their own emotional resilience. Looking ahead, tele-health services for all employees and their families will be introduced in the 2025–2026 school year, providing accessible professional support and further fostering a healthy, supportive school community.

Enhancing physical wellbeing through active classrooms

Physical wellbeing is actively fostered in our schools through engaging classroom activities, as well as initiatives that emphasize the importance of movement, sports, and active learning for both youth and adult learners. Many of our schools now feature gardens, greenhouses, and outdoor classrooms, providing hands-on opportunities to connect with nature and promote healthy habits.

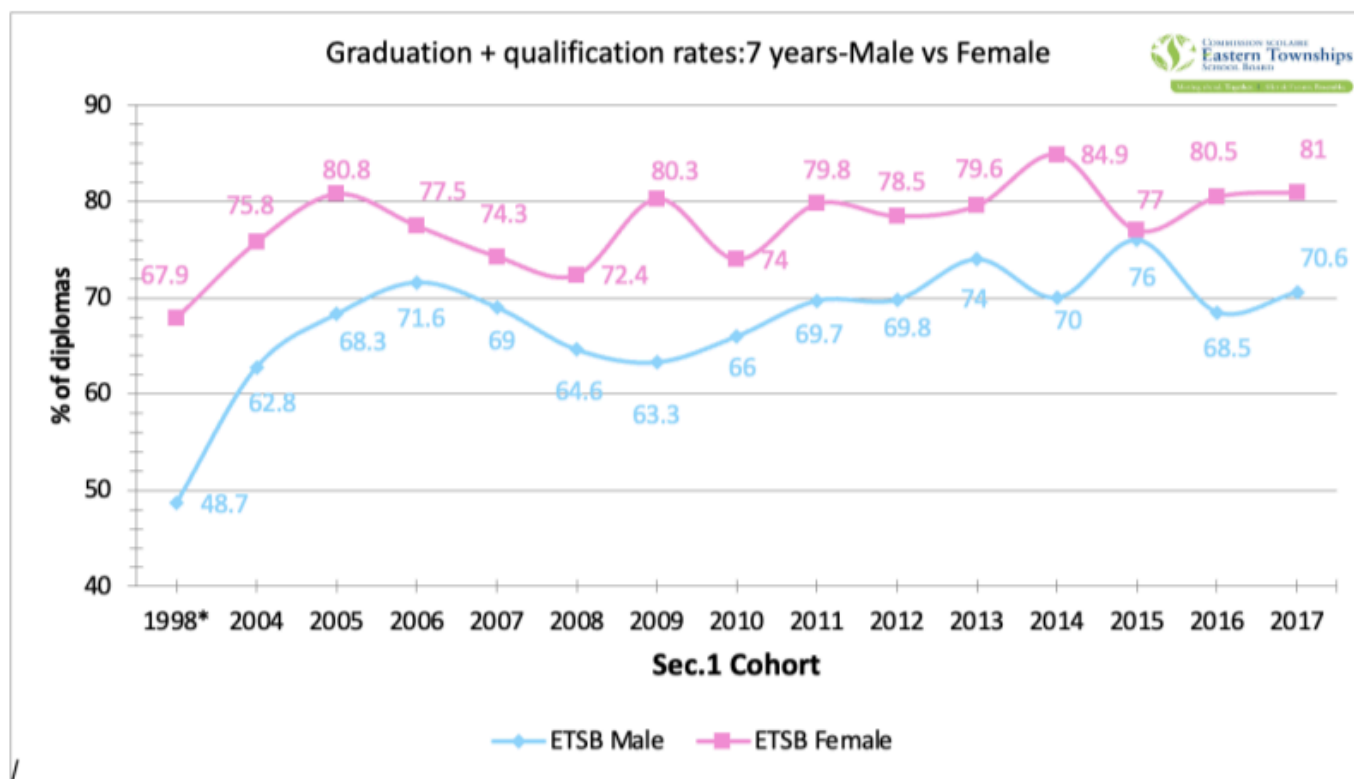


To further support health and nutrition, schools have established partnerships with community organizations. Programs such as *Club des Petits Déjeuners* and the Yamaska Literacy Council offer both financial support and professional development opportunities, helping staff and students cultivate sustainable healthy lifestyle practices.

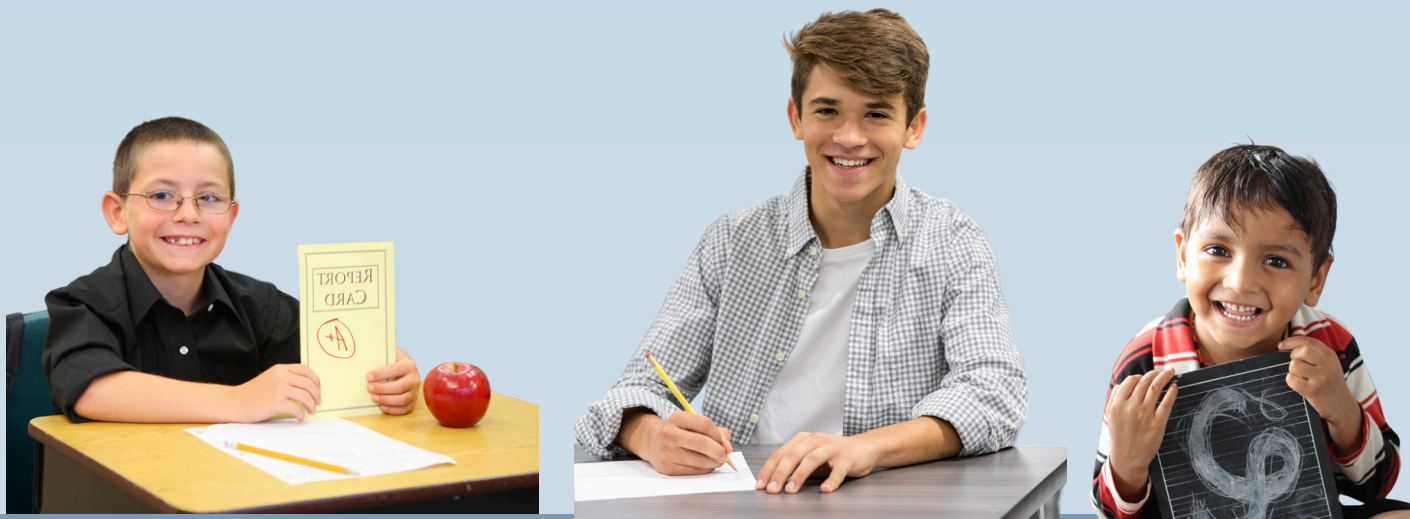
Orientations & Objectives determined by the Ministry

ORIENTATION 1 → STUDENT SUCCESS





Data continues to indicate that boys attain graduation and qualification at lower rates than girls, underscoring the importance of intentional strategies to narrow this gap. A central area of focus is providing boys with meaningful, hands-on, and interest-driven learning experiences that reflect real-world contexts. Initiatives that emphasize critical thinking rooted in authentic situations, collaborative problem-solving, and experiential learning—such as our Trades Challenges—have shown promise in increasing engagement and motivation. By strengthening the relevance and purpose of learning, these approaches support boys in achieving greater academic success and progressing steadily toward graduation and qualification.





STUDENTS WITH SPECIAL NEEDS AND THOSE WITHOUT

The ETSB consistently reports a higher percentage of students with special needs compared to the provincial average. This can be attributed to several factors, including:

- A greater proportion of students entering our system with identified vulnerabilities.
- Limited and inconsistent access to English-language health and social services.
- Our inclusive practice of not capping the number of Individualized Education Plans (IEPs).



At ETSB, we believe that if a school team determines that a student would benefit from an IEP, one should be implemented. To further support our inclusive approach, we have introduced the WATCH (We Are Tracking Changes) Action Plan. This pre-IEP support model is proving highly effective in addressing student needs.

Statistical analysis of success rates highlights encouraging outcomes. For the baseline year established by the Ministry (2014-2015), the graduation rate for students with special needs at ETSB was nearly identical to the provincial average: 48.7% for the ETSB compared to 48.3% provincially. Similarly, the gap between students with and without special needs was 34.6% for the ETSB and 34.1% provincially.

These results underscore our commitment to fostering equity and inclusion across all our schools.

YEAR-OVER-YEAR LONG-TERM RATES BY GENDER

A comparison between the 2022-2023 and 2023-2024 cohorts shows positive growth in long-term success rates for both boys and girls:

- **Boys:** The long-term success rate increased from 52% in 2022-2023 to 58.8% in 2023-2024, representing a significant improvement. This places boys just below the provincial rate of 59%, lagging by only 0.2%.
- **Girls:** The long-term success rate rose from 60% in 2022-2023 to 64.6% in 2023-2024, surpassing the provincial average of 63.2% by 1.4%.

These results indicate that both boys and girls are **making notable progress**, with boys nearly reaching the provincial average and girls performing above it. In response to these findings, we will continue our work in alignment with the pillars of our Commitment-to-Success Plan by:

- Collaborating effectively to deliver timely, targeted educational interventions, particularly for students with special needs.
- Providing authentic learning opportunities to foster greater student engagement.
- Being caring, significant adults who inspire and support students to grow and achieve their full potential.
- Continuing professional development to adopt research-based best practices that address the academic, emotional and social needs of our students with special needs.

By staying steadfast in these commitments, we can help all our students, especially those with special needs, continue to achieve success and thrive.

STUDENTS WITH SPECIAL NEEDS AND THOSE WITHOUT

Taux de réussite des élèves HDAA	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention actif à leur entrée au secondaire	Cohorte 2016 suivie jusqu'en 2022-2023				
		Nombre de nouveaux inscrits au 30 septembre 2016	5 ans	6 ans	7 ans	
			Total	Total	Total	Maculin Féminin
Réseau public	Élèves ordinaires	43 759	83,3	87,2	89,0	86,0 91,5
	Total EHDA	17 283	48,6	58,2	63,0	60,8 67,0
	Total	61 042	73,6	79,2	81,8	77,3 86,6
Commission scolaire Eastern Townships	Élèves ordinaires	186	85,8	89,8	90,3	86,2 94,4
	Total EHDA	162	44,3	53,2	55,1	52,0 60,0
	Total	348	66,0	72,5	73,9	68,5 80,5

Taux de réussite des élèves HDAA	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention actif à leur entrée au secondaire	Cohorte 2017 suivie jusqu'en 2023-2024				
		Nombre de nouveaux inscrits au 30 septembre 2017	5 ans	6 ans	7 ans	
			Total	Total	Total	Maculin Féminin
Réseau public	Élèves ordinaires	45,255	78.6	84.6	87.3	83.9 90.2
	Total EHDA	18,167	43.8	54.6	60.5	59.0 63.2
	Total	63,422	68.8	76.2	79.8	75.3 84.7
Commission scolaire Eastern Townships	Élèves ordinaires	199	83.4	87.6	88.6	84.3 92.3
	Total EHDA	203	50.0	56.9	61.2	58.8 64.6
	Total	402	67.0	72.8	75.6	70.6 81.0



OBJECTIVE

3

Improving the performance on Grade-6 LANGUAGE examinations



% of students (Grade 6) between 70%-100% (between 60%-70%) on end-of-year Ministry exams

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	Target (2026-2027)
Reads and listens to spoken, media and written texts	34.3 (37.9)	46.0 (28.4)	44.5 (34.2)	44.2 (33.7)	37.9 (31.9)	54.5

Recent results show a decline in English Language Arts, with reading success rates dropping from 46.0%, 44.5%, and 44.2% in previous years to 37.9% in 2023–2024. This decrease highlights the continued need to strengthen students’ reading comprehension and response-to-text skills.

Our actions moving forward remain consistent with proven research based best practices. We will continue to prioritize formative assessment, explicit instruction in comprehension strategies, and targeted support for students who are approaching competency. By maintaining a coherent, system-wide focus and supporting teacher practice, we aim to stabilize results and improve reading outcomes in order to reach our 2026–2027 objective.

OBJECTIVE

4

Improving the performance on Grade-6 MATHEMATICS examinations

% of students (Grade 6) between 70%-100% (between 60%-70%) on end-of-year Ministry exams

	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	Target (2026-2027)
Solves a Situational Problem	56.4 (16.1)	50.7 (17.2)	58.5 (12.8)	64.1 (14.8)	57.2 (16.1)	66.5

Recent results in the “Solves a Situational Problem” competency show a decline, moving from 64.1% in 2023–2024 to 57.2% in 2024–2025. This decrease highlights the ongoing need to strengthen students’ conceptual understanding of mathematics and their ability to apply this knowledge in problem-solving contexts. Our efforts will continue to focus on providing high quality research-based professional development for teachers, with a particular emphasis on conceptual mathematics and item analysis to better identify areas of student need. By deepening teachers’ understanding of student areas of need and supporting targeted instructional responses, we aim to provide timely interventions that will help improve student outcomes.

OBJECTIVE

5

Creating new special pedagogical projects

2024-2025 saw the approval of a *programme pédagogique particulier* (PPP) at Mansonville Elementary School as they developed a project-based learning approach to offer an alternative way of learning which will be implemented in 2025-2026. The French Immersion PPP at Massey-Vanier High School, the Sports Concentration, Art Concentration, Science Concentration and fifteen (15) Plus PPPs at Alexander Galt Regional High School were once again offered. As a result, 19% of ETSB secondary students were enrolled in PPPs during the 2024-2025 school year. Despite our challenges of a vast territory and limited resources, we continue to encourage our students’ exploration of their interests through options and passion blocks, various activities and clubs.

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

Once again, this academic year, our schools and centres were delighted to celebrate in-person events to create meaningful moments marking the milestones and special achievements of our ETSB community.

EMPLOYEE RECOGNITION

Throughout 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 the ETSB establishments to share these achievements with staff and students.

ADULT EDUCATION AND VOCATIONAL TRAINING

Each year, adult general education services celebrate their graduates alongside their families, teachers, staff, and community members at the Campus Brome-Missisquoi and New Horizons campuses.

Additionally, various graduation celebrations are held year-round at the two vocational training centres: the Campus Brome-Missisquoi and the Lennoxville Vocational Training Centre, as graduations take place every month.

High Schools: Everyone was excited to be able to celebrate graduates in festive and inclusive ways. Here are some highlights from the ETSB's three (3) high school graduations:



Massey-Vanier High School (MVHS) held a lovely graduation ceremony for their graduates in the school's auditorium. It was an evening to honour the long nights of studying and the personal growth that occurred in and outside the classroom walls, while also acknowledging the supportive community that helped make the achievement possible. 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 Vokey presented each with a congratulatory scroll during the traditional cap and gown photo. The staff decorated the auditorium, set up several photo areas in the cafeteria and served a light meal following the ceremony.

Alexander Galt Regional High School (AGRHS) celebrated graduates at the Centennial theatre at Bishop's University in Lennoxville. The graduation ceremony was held in the theatre, with dancing and festivities held afterwards at the Gait. The event was again televised via Facebook so that extended family and friends could once again join from a distance. Graduates had the opportunity to be photographed professionally and enjoy a delicious graduation cake throughout the evening of music and dancing.

Richmond Regional High School (RRHS) was able to provide graduates with a traditional graduation ceremony in the large gymnasium, marking the first official use of the school's newly purchased stage. 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 stepping onto the stage to receive their diplomas. They were also presented with well-deserved scholarships as well as academic and athletic awards.

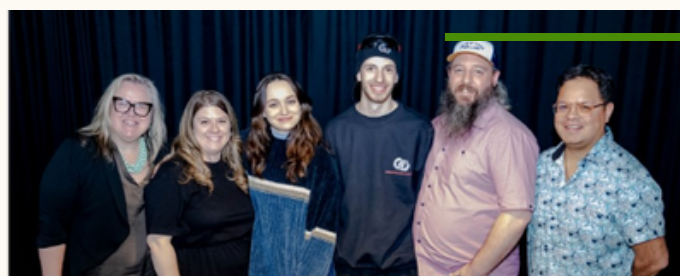
Year after year, the ETSB holds special events to recognize the dedication and excellence of the many people that contribute to our adult learners' success.

RECOGNITION BY QUEBEC ENGLISH SCHOOL BOARDS OF QUEBEC ASSOCIATION (QESBA)



This year, the socio-vocational integration program Grocery service Clerk has been recognized by the QESBA Awards of Excellence in Education in the Adult Education and Vocational Training category.

PARTICIPATION TO THE QUÉBEC TRADES AND TECHNOLOGY OLYMPIADE



Campus Brome-Missisquoi sent a delegation to the Québec Olympiade in accounting and Industrial Mechanics where they won a silver medal. Lennoxville Vocational Training Centre also hosted the regional competitions in Welding and health.

LAUNCH OF THE PLUMBING AND HEATING PROGRAM

The Lennoxville Vocational Training Centre (LVTC), in collaboration with *Centre 24-Juin*, launched their new plumbing and heating program and associated workshops.

Recognition of Acquired Competencies (RAC)

Ninety-four (94) adult learners obtained an official certification through RAC services this year.

Everyone was excited to be able to celebrate graduates.

Here are some highlights from ETSBs' Centres.



Adult General Education

Both campuses celebrated their graduation ceremonies, providing an opportunity to recognize students' success, perseverance, and hard work. A special thank you to the donors, staff, parents, partners, and students who joined us.



Campus Brome-Missisquoi (CBM) held a traditional graduation ceremony for their vocational training graduates, a first in many years. The ceremony was held at *L'Entre d'eux*, restaurant of CBM with families, friends, staff members and ETSB representatives.

Lennoxville Vocational Training Centre (LVTC)

As students graduate throughout the year, here is a snapshot of a 24U student who earned both his high school diploma and his Diploma of Vocational Training.





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Eastern Townships
SCHOOL BOARD

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

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