



COMMISSION SCOLAIRE
Eastern Townships
SCHOOL BOARD

ANNUAL REPORT

2023
2024 SCHOOL YEAR



Prepared by the Communications Service

TABLE OF CONTENTS

Message from the Chairmain and the Director General	3
ETSB Context	5
ETSB Community Learning Center	6
ETSB Four (4) Foundational Pillars	7
ETSB School Board Overview	8
Council of Commissioners	9
Council of Commissioners Highlights	10
Professional Review Committee	13
Report on Bullying and Violence	14
Report on our Workforce and Service Contract	16
Commitment-to-Success Plan	17
ETSB ORIENTATIONS	
1 Address the higher than average vulnerability of our pre-school students	19
2 Valorize transitions and alternative pathways	20
3 Bilingualism - Nurturing Academic and Cultural Enrichment	21
4 Maintain and increase the focus on physical, mental health of students + staff	22
ORIENTATIONS & <u>OBJECTIVES</u> DETERMINED BY THE MINISTRY	
1 - Improving the success rate of boys	24
2 - Improving the success rate of students with learning disabilities	25
3 - Improving the performance on Grade-6 LANGUAGE examinations	27
4 - Improving the performance on Grade-6 MATHEMATICS examinations	
5 - Creating new special pedagogical projects	
Recognitions & Events	28
Contact us	29



MESSAGE

from the Chairman of the Board and the Director General



MICHAEL MURRAY



KANDY MACKEY

The 2023-2024 school year has been one of resilience, growth and innovation across the Eastern Townships School Board (ETSB). Together, we have faced challenges while celebrating remarkable achievements, a testament to the dedication of our students, staff, families, and partners. This year, we proudly launched the 2023-2027 Commitment-to-Success Plan, anchored by our overarching objective to increase the 7-year graduation and qualification rate to 82.5%.

COMMITMENT TO STUDENT SUCCESS

Throughout the year, our schools prioritized student well-being and learning. Massey-Vanier High School highlighted World Mental Health Day with an inspiring wellness week, while our community united in support of the Terry Fox Foundation, with three schools earning recognition among Quebec's top fundraisers. Heroes' Memorial Elementary, celebrating its 100th anniversary, joined Butler Elementary and Massey Vanier in this achievement.

We proudly celebrated the 15th anniversary of Hooked on School Week, with creative initiatives like time capsules, perseverance murals and career exploration fairs inspiring our students to stay engaged. Schools also embraced once-in-a-lifetime opportunities, such as the total solar eclipse on April 8th, which captivated our entire community.

STUDENT VOICE AND ENGAGEMENT

Our students' voices remain a cornerstone of our success. This year, our Central Student Advisory Committee (CSAC) provided valuable input on important topics such as our Commitment-to-Success Plan orientations, services for students, cell phones in class and vaping. ETSB students also shone on a larger stage, participating in the annual English sector AAESQ-QESBA Spring Conference. A highlight of the event was Ainsley Rose, former principal of Massey-Vanier High School and now a renowned speaker, demonstrating how students' insights can meaningfully guide improvements in education and learning.

A CULTURE OF CARE

The wellbeing of our students and staff remains a top priority. We may not always agree—much like a family—but our care for one another and our shared commitment to the best interests of all drive our actions. From wellness weeks to meaningful dialogue and collective efforts to foster a supportive community, we continue to prioritize creating an environment where everyone can thrive.

MESSAGE (Continued)

from the Chairman of the Board and the Director General



INNOVATION AND EXPANSION

This year marked significant growth in Continuing Education. The Francisation program in Adult Education grew rapidly, supporting provincial priorities and providing opportunities for new arrivals to integrate effectively. We also established ground-breaking partnerships with high-tech employers, allowing students to balance work and part-time training. Vocational Education also thrived, offering accelerated training programs in construction, plumbing & heating, and tinsmithing, while expanding our health program offer in the western sector of our territory. With all this innovation and expansion, we were blessed to fill early in the year the previously vacant Assistant Director position to strengthen the leadership.

A YEAR OF CELEBRATIONS AND GROWTH

The official launch of *l'Effet FP Estrie* brought together vocational training centres across the region to better promote the trades. At Sunnyside Elementary, the school embraced its new *Santé Globale* designation, becoming the third ETSB school to adopt this approach, and also celebrated the inauguration of a geodesic greenhouse, made possible through strong community partnerships.

Renovations across the organization marked significant milestones: Farnham Elementary unveiled a brand-new wing featuring modern classrooms, professional spaces and a shared gymnasium—an inspiring example of community collaboration. At Lennoxville Elementary, students enthusiastically returned to physical education indoors with the opening of their long-awaited gymnasium after months of enjoying outdoor activities, rain or shine.

All three of our high schools successfully hosted festive and informative in-person open houses, showcasing the best of what they offer. Massey-Vanier also brought back its regional science fair, displaying students' creativity and scientific inquiry.

NAVIGATING CHALLENGES TOGETHER

While the year brought challenges, including personnel shortages and disruptions during provincial labour negotiations, the ETSB remained steadfast in prioritizing students. The incredible response from our staff during difficult moments—such as proactively addressing viral online threats—demonstrated exceptional leadership and care.

MOVING AHEAD. TOGETHER

Enrolment continues to grow, reflecting confidence in our schools, centres and programs, including our International Student Program. As we celebrate this year's successes, we are reminded that our strength lies in collaboration, innovation and community spirit. Together, we will continue to inspire, support and empower the students of the Eastern Townships School Board.

We extend our deepest gratitude to our incredible staff, dedicated students and supportive parents, whose commitment and contributions make the ETSB a truly exceptional community.

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 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 Campus



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

A TEAM DEDICATED TO EDUCATIONAL SUCCESS

Répartition de l'effectif du personnel pour l'année 2023-2024 :

- 56 cadres
- 79 professionnels
- 595 membres du personnel enseignant
- 557 membres du personnel de soutien
- 65 conductrices et conducteurs d'autobus



THE ETSB COMMUNITY LEARNING CENTRES (CLCs)

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 2023-2024, 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.



ETSB 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.

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.

3 Professional Learning Communities (PLC): 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.

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





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



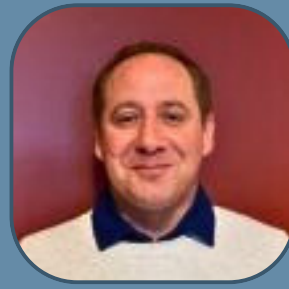
Joy Humenuik
Vice-Chair



Jonathan Murray
Cowansville



Richard Gagnon
Brome-Sutton



Richard Gosselin
Granby-Waterloo



Shawn Jersey
Magog



Claire Beaubien
Hatley-Stanstead



Frank MacGregor
Sherbrooke



Gordon Barnett
Fleurimont-Lennoxville



Tina Bilodeau
Drummondville



Gary Holliday
Richmond



Mary-Ellen Kirby
Compton-Mégantic

PARENT COMMISSIONERS



Daniel Nagle



Sarah Langlois



Eliza McKnight



Helene Turgeon

COUNCIL OF COMMISSIONERS HIGHLIGHTS



PRIMARY SCHOOLS



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

- Asbestos-Danville-Shipton – Brick Pointing;
- Ayers' Cliff – Gym ceiling and back entrance renovation;
- Butler – Renovation of Sanitary Facilities and Replacement of Water Fountains;
- Drummondville – Sale of Land Parcel;
- Farnham – Renovation of Foundations, renovation of Perimeter Drainage and Insulation;
- Heroes' Memorial – Replacement of Water Distribution Network (Amended) and Kitchen Renovation;
- Knowlton Academy – Appointment of Principal and Renovation of the Secretariat and Staff Room;
- Parkview – Administrative Office, Windows and Windowsills;
– Appointment of Principal;
– Hallway ceilings demolition – Phase 2;
– Request for a Lottery Permit;
– Replacement of the Water Distribution Network;
- Pope Memorial – Soccer Field Drainage and Fence Replacement;
- Princess Elizabeth – Repairs to Site Drainage and Foundation Repair;
- Sawyerville – Office Renovation;
- Sherbrooke – South staircase up to code and administrative sector;
- St. Francis – Drop-off Buses and Parking Lot Renovation;
- Sutton – Greenhouse Project;
- Sunnyside: – Emergency repair (Flood);
– Replacement of the 10 Tons Unit (HVAC CLSC);
- All Primary Schools – Yearly Inspection of Fire Alarm Systems and Emergency Lights.



COUNCIL OF COMMISSIONERS HIGHLIGHTS

(Continued)



SECONDARY SCHOOLS



- Alexander Galt
 - Handicap Ramp Access;
 - Appointment of Vice-Principal;
 - Auditorium Renovation;
 - Underground Drainage, Parking and Drop-Off Renovation;
- Massey-Vanier
 - Appointment of Principal;
- Richmond
 - Appointment of Principal (replacement);
 - Boiler Room Upgrade;
- All Secondary Schools
 - Yearly Inspection of Fire Alarm Systems and Emergency Lights.



ADULT AND VOCATIONAL EDUCATION SERVICES

- Vocational Training Centres
 - Construction Training Offensive – obtained the authorization to offer Carpentry and Tinsmithing programs;
- Adult General Education
 - Renewal of the agreement with Service Quebec;
 - Appointment of Assistant-Director.

COUNCIL OF COMMISSIONERS HIGHLIGHTS

(Continued)



BOARD HEAD OFFICE



- Renovation of the Superstructure and Shell – Phase 1 & 2;
- Membership of the purchasing group for damage insurance (vehicles, property, crime and machinery breakdown);
- Purchasing of Flying Crew Vans;
- Appointment of a Complaints Officer, Returning Officer and Election Clerk;
- Appointment of the Secretary General / Director of Communications and School Transportation Services;
- 2023-2027 Commitment-to-Success Plan.

- Centre d'acquisitions gouvernementales (CAG);
 - Natural Gas and Classroom furniture Mandate;
 - Audiovisual Equipment and Interactive Digital Solutions;
 - Microsoft Licences Acquisition (1-year).

- 2023-2024:
 - Notarized registration of fiber optics;
 - Confirmation of the Amended Head Office Administrative Structure;
 - Statement of School Taxes Remaining and Owing;
 - School Bus Bids (Phase 1 and 2);
 - List of Proposed Projects under the Programs « *Maintien des bâtiments et résorption du déficit (Mesure 50621 & 50622)* ».





PROFESSIONAL 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 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 of our schools 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-violence and anti-bullying (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.





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 2022-2023 school year, three (3) 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 THREE (3) REPORTED INCIDENTS:

- **Two (2)** involved formal complaints filed in accordance with the complaint processing procedure outlined in the Act respecting the National Student Ombudsman. These cases were handled following the established complaint resolution procedures.
- **One (1)** case, 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.

In all three cases, 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 well-being 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. Our 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 increased in the 2023-2024 school year compared to the previous year. We saw an increase in the student population, leading to increases in front line staff, mainly teachers and support staff. While the number of students with special needs has remained stable, their needs are more complex, resulting in an increase of teaching, professional and technical support personnel required to provide services to these students. Furthermore, some schools participated in the “Aide à la class” pilot project aiming at providing more in-class support, offered by support staff. With regards to an increase in teaching staff, this is partly the result of a grant offering tutoring services to students. For the period of April 2023 to March 2024, the level of staffing was 2.18% above the assigned 2022-2023 level by the *Secretariat du Conseil du Trésor*. There are no Service Contracts for 2023-2024 to be reported.

	AVRIL 2023 À MARS 2024			
	Heures travaillées	Heures supplémentaires	Total d'heures rémunérées	Nombre d'employés pour la période visée
1 Personnel d'encadrement	102 568,50	0,00	102 568,50	65
2 Personnel professionnel	107 308,54	24,00	107 332,54	74
4 Personnel enseignant	793 319,23	4 439,51	797 758,74	1 309
5 Personnel de bureau, technicien et assimilé	518 461,83	2 024,51	520 486,34	766
7 Ouvriers, personnel d'entretien et de service	203 867,31	652,03	204 519,34	259
Total	1 725 525,41	7 140,05	1 732 665,46	2 473

FINANCIAL STATEMENTS



In keeping with the Quebec Government’s desire to strive for transparency with its public sector entities, for the 2023-2024 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

RAISE THE **7-YEAR COHORT GRADUATION AND CERTIFICATION RATE**

from **77.5%** **to** **82.5%**

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 foundational pillars: (intellectual engagement, attachment-based developmental approach, professional learning communities and pedagogical leadership) 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, well-being 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 2016-2017 cohort stands at 73.9%, reflecting a decline over the past two years. However, there has been progress in the 5-year graduation rate.

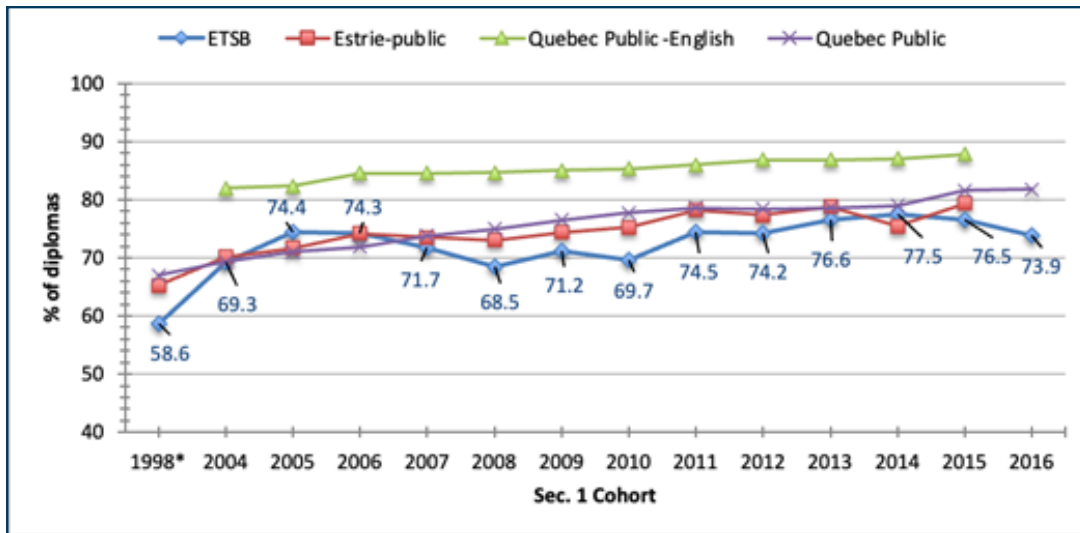
Through targeted interventions and a strong commitment to enhancing student engagement, supporting smoother transitions and fostering diverse pathways, we remain focused on achieving improved outcomes in the years ahead.

(Continued)

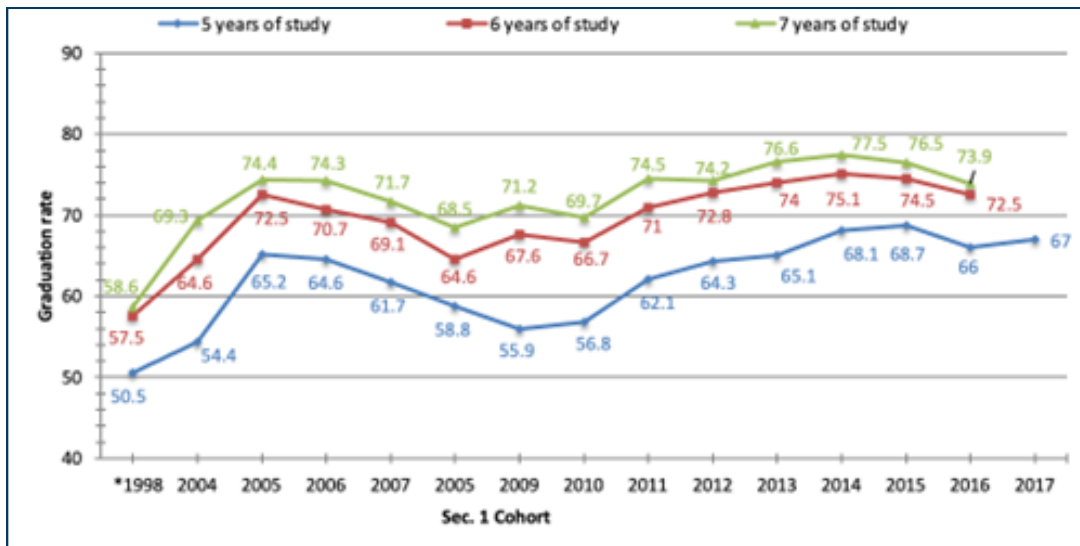


RAISE THE 7 YEAR COHORT GRADUATION AND CERTIFICATION RATE

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 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 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.

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 *R3ussir* 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 various transitions throughout their educational journey, such as entering preschool, moving from elementary to secondary school, and navigating the shift from high school to post-secondary education or other alternative pathways. The ETSB is uniquely positioned to promote alternative pathways, as it is home to vocational training and adult education centres. These transitions are critical moments that require targeted support to ensure student success.

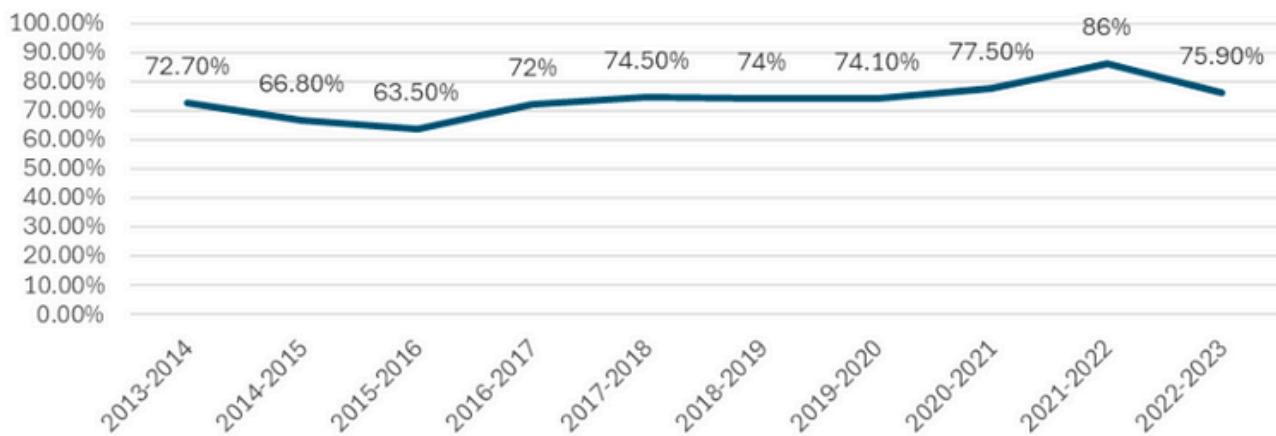
The Central Transition Committee plays a vital role in overseeing and monitoring non-negotiable activities implemented in schools to support awareness and transitions. This includes initiatives to foster an awareness within all stakeholders of the various pathways available to students to meet their life goals.

A key development within this framework is the establishment of **Regional Outreach Committees** consisting of collaborative groups of educators and professionals within each sector. This committee meets to identify students who have or are at risk of dropping out of high school, assessing their individual needs and develop tailored plans to re-engage them so that they may achieve their full potential.



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

Obtention rate of a Diploma of Vocational Studies (DEP) in three (3) years

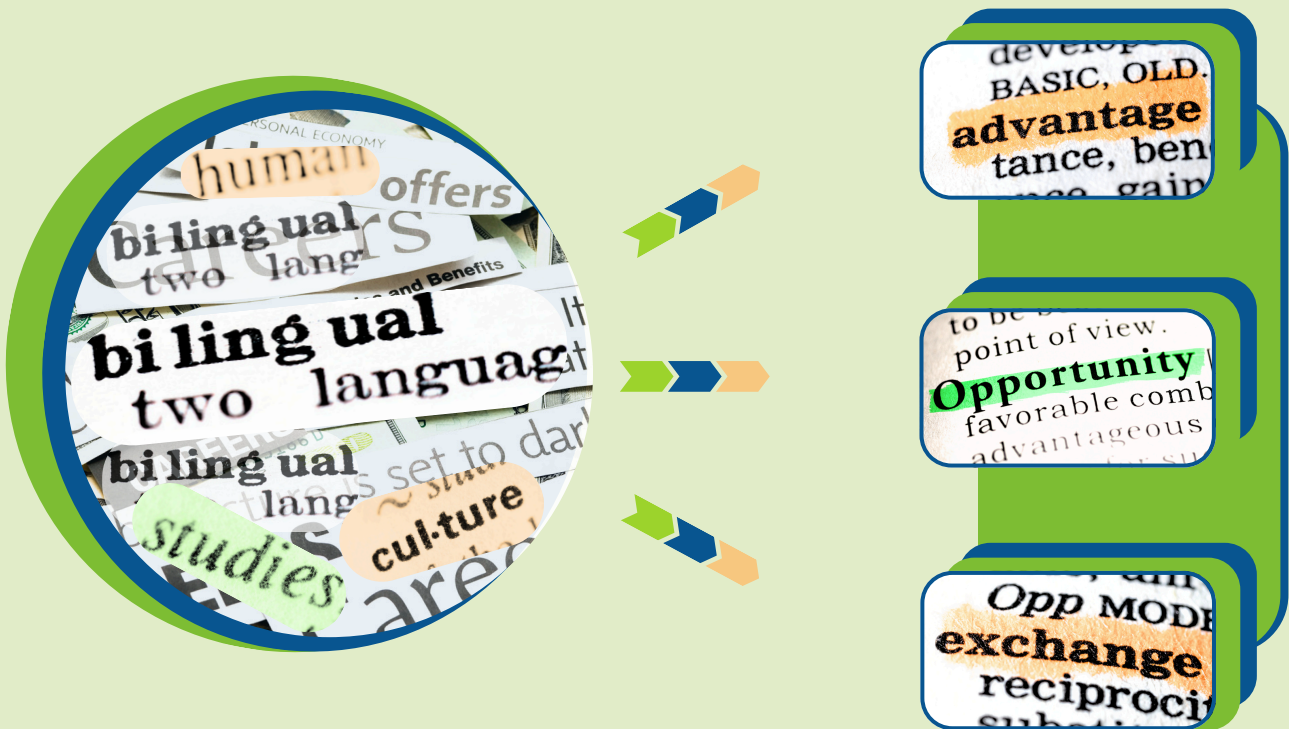


ORIENTATION 3

BILINGUALISM - NURTURING ACADEMIC AND CULTURAL ENRICHMENT

The ETSB’s position on bilingualism is one of valuing and valorizing the ability to speak two languages. We seek to maximize opportunities for our students and provide them with the skills and cultural integration necessary to encourage remaining in the province for future education and employment. Bilingual integration at the ETSB goes beyond the purely academic, seeking to produce learners who are not only functionally bilingual but also feel a sense of belonging in Quebec’s cultural landscape.

To promote bilingualism, targeted actions have been implemented to support both educators and learners. Professional development activities are offered to dispel myths about the accessibility of bilingualism, emphasizing that it is achievable for all learners with the right strategies and exposure. Schools are also encouraged to explore and implement authentic opportunities for students to practice their second language. These include cultural exchanges and training on the *approche actionnelle*, which focuses on using language in real-life, meaningful contexts. Together, these efforts aim to create inclusive environments that foster confidence and proficiency in both official languages.





► ORIENTATION 4

MAINTAIN AND INCREASE THE FOCUS ON PHYSICAL AND MENTAL HEALTH (WELL-BEING) OF STUDENTS AND STAFF

Physical and mental well-being orientations and objectives continue to be present within schools' Educational Projects, reflecting a growing understanding of their importance to student and staff success. Discussions around well-being and belonging are integrated into professional development (PD) opportunities. These offerings reflect a developmental approach, one of the four foundational pillars in our Commitment-to-Success Plan.



Strengthening partnerships to address mental health challenges in schools

To address mental health challenges, schools have strengthened partnerships with organizations like Mental Health Estrie and CIUSSS-E. These collaborations provide valuable professional development sessions and in-school support, such as Interventions positives and *Aire ouverte* services. Through *Hors-piste*, in collaboration with the healthcare system, schools also offer in-class workshops to help students navigate anxiety and develop coping strategies. Recognizing the need to support staff well-being, partnerships have been developed with organizations such as Energia. These collaborations provide staff access to wellness programs, including stress management tools. Additionally, clear telework guidelines ensure a healthier work-life balance.

Enhancing physical well-being through active classrooms

Physical well-being is promoted through active classrooms and initiatives that highlight the importance of physical activity and sports in our youth and adult classrooms. Schools have also developed partnerships with external organizations to improve nutrition and overall health.

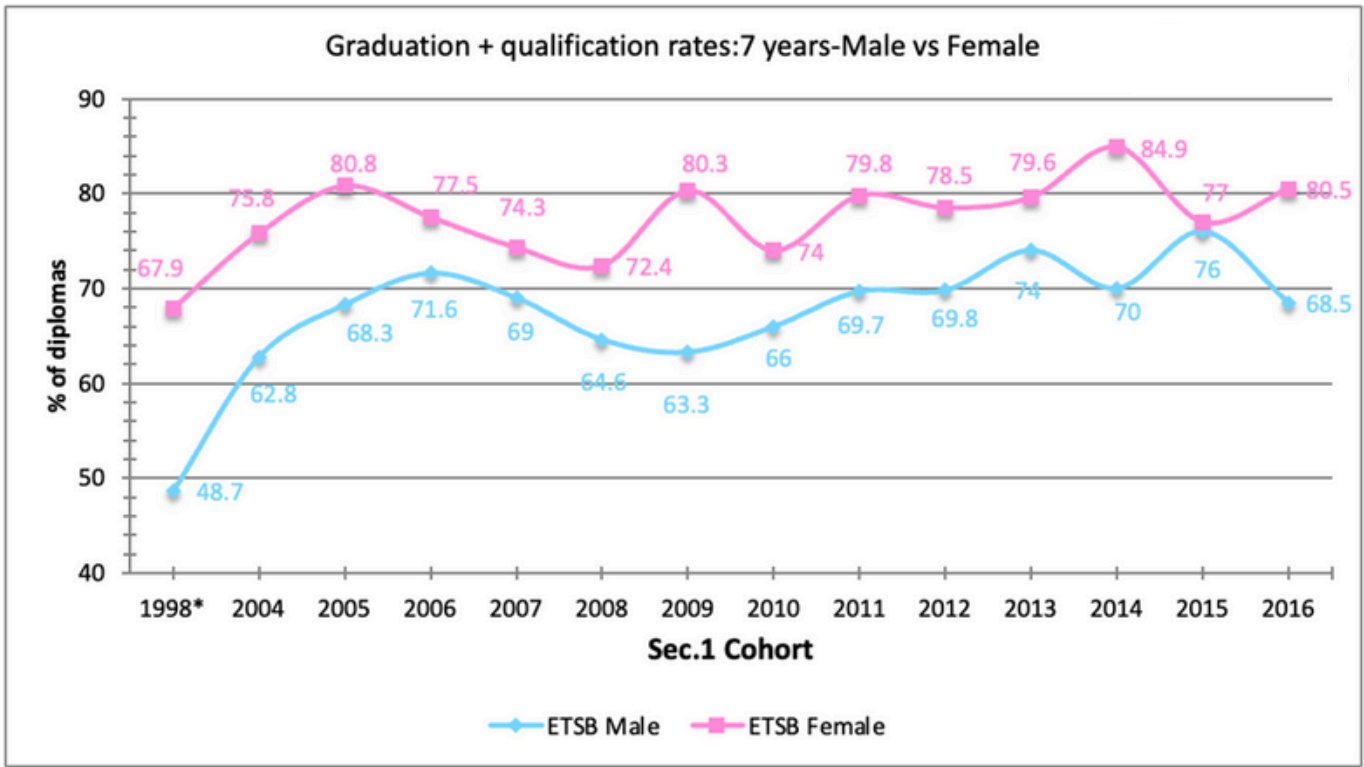
Initiatives with the *Club des Petits Déjeuners* and Yamaska Literacy Council provide financial support and professional development activities to promote healthy lifestyle habits.



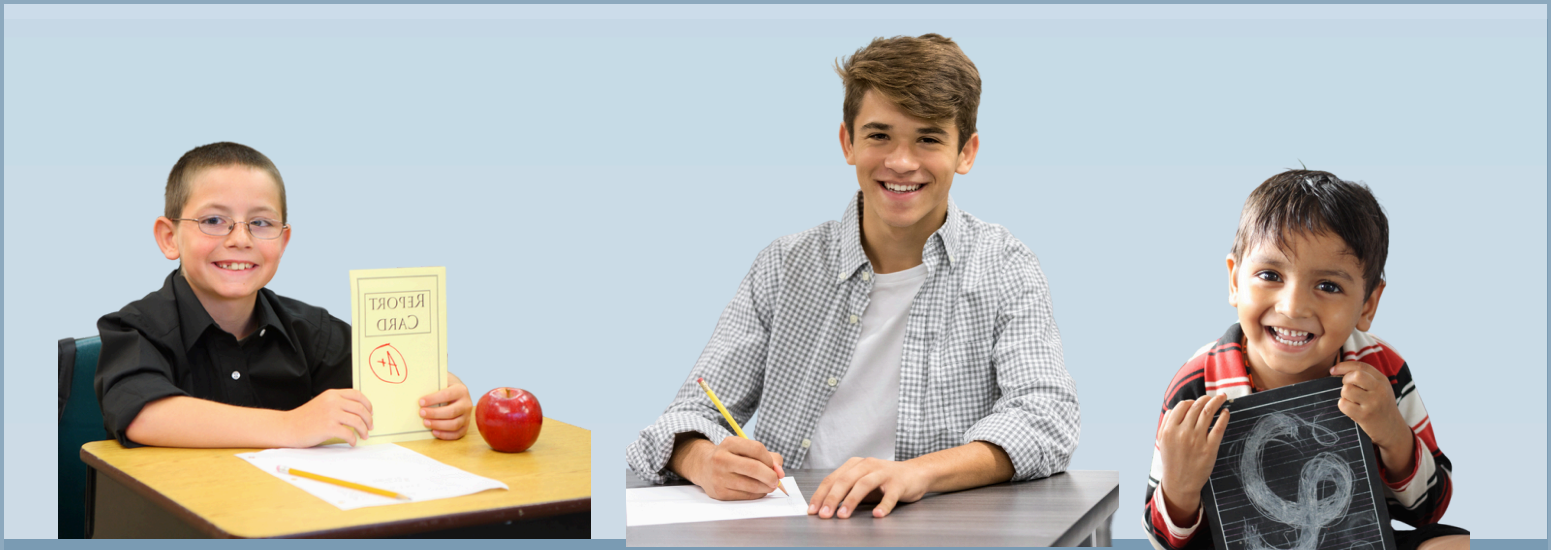
Orientations & Objectives determined by the Ministry

ORIENTATION 1 → STUDENT SUCCESS





Data consistently shows that boys have lower graduation and qualification rates compared to girls, highlighting the need for targeted strategies to close this gap. One key approach is increasing boys' exposure to authentic and engaging learning opportunities that connect with their interests and real-world applications. Critical thinking activities that connect to real life situations, collaborative problem-solving tasks, and opportunities for experiential learning, such as our Trades Challenges, can enhance motivation and engagement. By fostering a sense of purpose and relevance in their education, these strategies aim to improve boys' academic success and help them stay on track 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 ETSB compared to 48.3% provincially. Similarly, the gap between students with and without special needs was 34.6% for ETSB and 34.1% provincially.

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

The ETSB data from 2022-2023 highlights a sustained improvement in the long-term success rate for students with special needs, increasing from 48.7% in 2014-2015 to 55.1% in 2022-2023. However, a year-over-year comparison between 2021-2022 and 2022-2023 reveals a decline in the overall success rate for students with special needs, dropping from 65.7% to 55.1%, representing a decrease of 10.6%. This decline affects both boys and girls, with boys experiencing a more significant impact. Despite this setback, the success rates for both boys and girls remain above the MEQ baseline (2014-2015)—by 5.5% for boys and 8.2% for girls—but fall below the provincial rates for 2022-2023.

In response to these findings, it is imperative to redouble our efforts 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, achieve success and thrive.

STUDENTS WITH SPECIAL NEEDS AND THOSE WITHOUT

Taux de réussite des élèves HDA	Groupes d'élèves selon qu'ils avaient ou non un plan d'intervention actif à leur entrée au secondaire	Cohorte 2015 suivie jusqu'en 2021-2022					
		Nombre de nouveaux inscrits au 30 septembre 2015	5 ans	6 ans	7 ans		
			Total	Total	Total	Maculin	Féminin
Réseau public	Élèves ordinaires	43 755	82,6	87,2	88,8	86,0	91,3
	Total EHDA	17 010	46,1	57,2	62,2	60,0	66,3
	Total	60 765	72,5	78,9	81,6	77,1	86,4
Commission scolaire Eastern Townships	Élèves ordinaires	194	83,2	85,9	86,5	88,6	84,5
	Total EHDA	178	53,5	62,2	65,7	64,8	67,2
	Total	372	68,7	74,5	76,5	76,0	77,0

Taux de réussite des élèves HDA	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



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	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)	54.5

Reading success rates have remained stable over the past 3 years, fluctuating between 77.4% and 78.7% reaching 60% or more on their end of year Ministry exam (reading component). However, a significant portion of students—between 28.4% and 34.2%—are at risk, with marks ranging between 60% and 70%. We wish to target this population through formative feedback on their responses to literature. In doing so, we are confident in achieving our goal of 54.5% of students attaining at least 70% in their reading competency by the 2026-2027 school year.

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	Target (2026-2027)
Solves a Situational Problem	56.4 (16.1)	50.7 (17.2)	58.5 (12.8)	64.1 (14.8)	66.5

We are pleased to observe a steady increase in success rates in solving situational problems. This improvement can likely be attributed to professional development focused on conceptual-based learning and a shift in mathematical practices incorporating the "task-questioning-evidence" approach. We remain optimistic about continued progress in the coming years as we maintain our efforts to support smooth transitions in Mathematics and aligning assessment practices.

OBJECTIVE

5

Creating new special pedagogical projects

New in 2023-2024 was the recognition and addition of the French Immersion program at Massey-Vanier High School as a programme pédagogique particulier (PPP), joining the existing Sports Concentration, Science Concentration, Art Concentration and 15 Plus PPPs at Alexander Galt Regional High School. As a result, 19.7% of ETSB secondary students were enrolled in PPPs during the 2023-2024 school year.

One of our main challenges in creating new special pedagogical projects remains the vastness of our territory and the distance between our three secondary schools. While we continue to foster the diverse interests of our students through various passion/interest blocks, clubs and activities, meeting the criteria to extend this to special pedagogical programs is difficult due to distance and limited resources.

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 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 Brome-Missisquoi and New Horizons campuses.

Additionally, various graduation celebrations are held year-round at the two vocational training centers: the Brome-Missisquoi campus and the Lennoxville Vocational Training Center, 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 schools...



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. Director General, Ms. Kandy Mackey, addressed the graduates with warm words of wisdom. Each graduate was honored by the reading of a personalized grad write-up by the Vice-Principals as Principal Ms. 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.



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.

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 the dancing and festivities held afterwards at the gate. 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.



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CONTACT US



819 868-3100



etsb.qc.ca



340, rue Saint-Jean-Bosco
Magog, QC J1X 1K9