



COMMITMENT-TO-SUCCESS PLAN

2023-2027

Abstract:

Discover how our Commitment to Success plan empowers students, teachers and the community to foster educational excellence through curriculum enhancement, teacher professional development, and healthy work environments.

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Preamble

The Ministry of Education mandates that school boards create a Commitment to Success Plan, encompassing the school board's background, educational services, school and center needs, challenges, orientations, objectives, indicators, and targets.

Additionally, each school board plan must integrate the orientations, objectives, and indicators specified by the Ministry of Education, which align with the Ministry's strategic plan for 2023-2027.

Eastern Shores School Board hosted stakeholder consultations to formulate its Commitment to Success Plan. The consultations were as follows:

December 6, 2021 – First meeting of Directors

January 6, 2022 - Focus Groups* 1 (Gaspesie-Iles-de-la-Madeleine), 2 (Cote Nord), and 3 (Bas St. Laurent)

January 7, 2022 – Focus Group 5 (Students)

January 10, 2022 – Focus Group 4 (Principals)

January 12, 2022 – Focus Groups 6 and 7 (Mixed)

March 22 & 23, 2022 – Eastern Shores Management Committee

June 14, 2022 – Virtual Town Hall

June 15, 2022 – Strategic planning, Eastern Shores Management Committee

October 3, 4, and 5, 2022 – Strategic planning with Eastern Shores Management Committee

* Focus groups comprised community group representative (s), Commissioner, and school board (youth and adult sectors). The mixed groups included union representatives, parents, youth and adult sector ESSB employees (teachers, managers, principals, professionals, commissioner)

The Goal of the Commitment to Success Plan

Eastern Shores School Board's Commitment to Success Plan is dedicated to fostering a shared vision among educational personnel, parents, and communities, to collectively address the realities and challenges impacting student learning and success. The plan aims to create a cohesive and proactive approach by generating concerted action around key orientation and objectives. Additionally, the plan serves as a valuable resource, providing a comprehensive understanding of the school board's strategic orientations, directions, and evidence-based strategies, all aimed at ensuring educational success for every student in our territory.

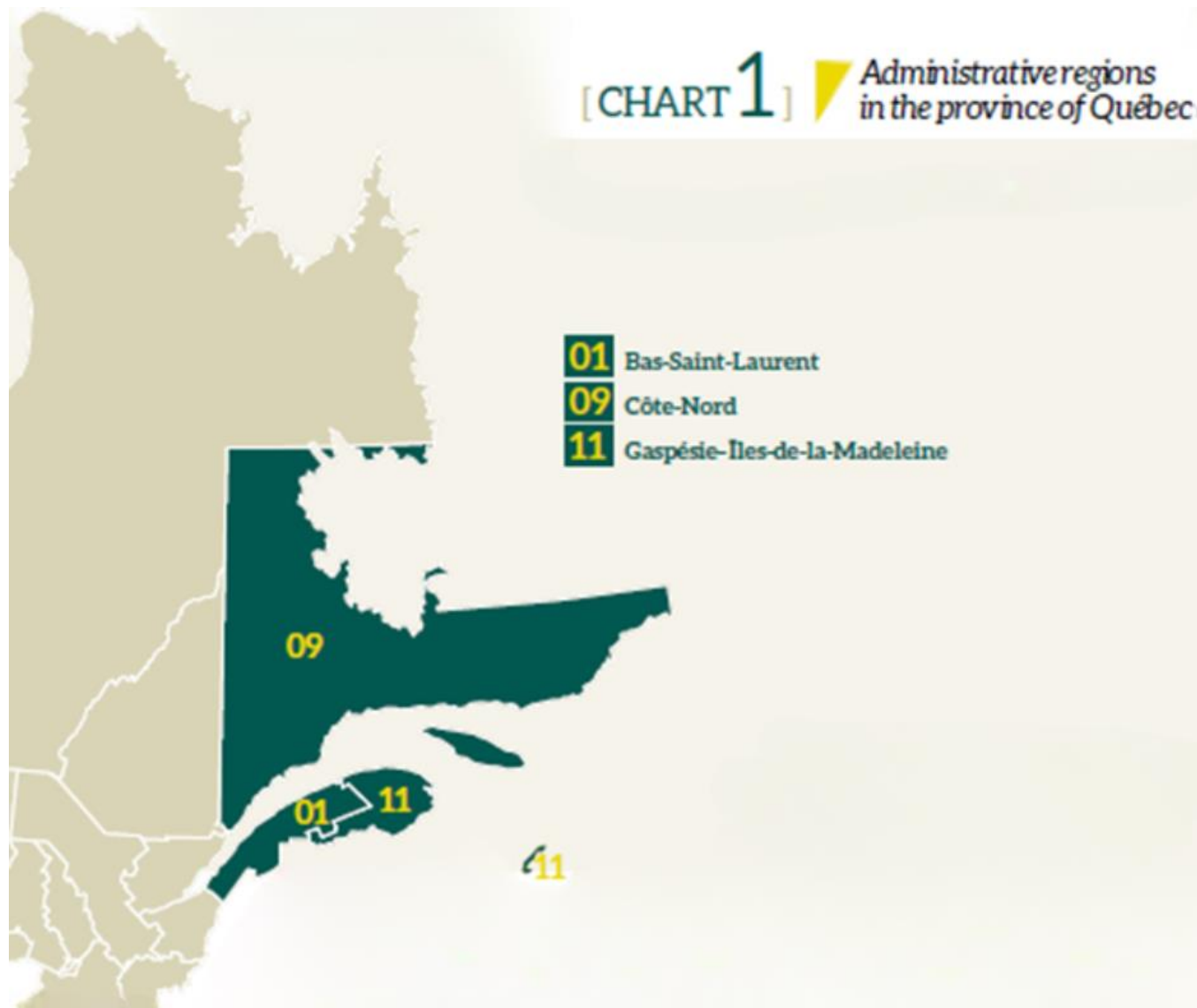
1. Portrait

Introduction

ESSB is the Easternmost English Board in Quebec, occupying three administrative regions in the province: Region 11 (Gaspésie-Iles-de-la-Madeleine), Region 09 (Côte Nord) and Region 01 (Bas St. Laurent). *See Chart 1.* There were 1060 students registered in 16 youth sector schools and 130 registered in five adult/vocational education centers, as of Sept 30, 2022. Of the 16 schools, six are elementary, three are secondary, and the remaining seven are combined elementary-secondary schools. Ten of the 16 schools and four of the five adult education centers are located in Region 11. Five schools and one adult education center are located on the North Shore (in Baie-Comeau, Port-Cartier, Sept-Iles and Fermont). Finally, Metis Beach School is located between Rimouski and Matane, just outside the border of what is considered the Gaspésie (Bas St. Laurent). ESSB offers various services to both the youth sector and adult and vocational clientele. Students profit from a culture rich in relationships with the adults who support their academic, social, and emotional growth through a multitude of initiatives such as after-school bussing programs for sporting activities, homework support, weekend retreats such as math camps and leadership activities, and numerous other activities supported through our six Community Learning Center based schools.

Indicators PEVR - ESSB						
2022-2023	Pre-School	Elementary	Secondary	FP	FGA	Total
Number of establishments	13	13	9	3	4	
Number of students	145	514	401	116	82	1258
Number of teachers	15	85	50	14	9	173
Number of Support Staff						126
Number of Professional Staff						17
Number of Management Staff						32

Chart 1. Administrative regions in the province of Quebec



2. Context

Mission Statement:

Both our mission and vision statements were developed in 2022 to more accurately reflect our purpose and provide a new focus for our organization. Our mission statement is: At ESSB, we cultivate inclusive learning communities from shore to shore.

Vision Statement:

Our learners are equipped with the languages and skills to thrive in our multicultural communities and beyond.

Challenges:

ESSB has identified four main challenges:

- a) Economies of Scale (Territory size vs Finances allocated);
- b) Socio-economic conditions;
- c) Access to services;
- d) Recruitment and staffing of schools and centers;

Economies of Scale

The concept of Economies of Scale in school boards is based on the funding being determined by the number of registered students, regardless of the size of the territory the school board serves and all its implications (ie. travel; isolationism; accessibility; available infrastructures; etc.). However, in the case of ESSB, our territorial boundaries extend as wide as a country, while our student population is equivalent to that of a village, with only 1060 students in the 2022-2023 academic year. From a geographical standpoint, the government does not provide statistical comparisons of school board sizes beyond budgets and student enrollment. Therefore, we have taken the initiative to develop our own calculations.

To give you an idea of the vastness of our territory, we have mapped out a circular route starting from the New Carlisle Board office, encompassing all our schools and centers by road, sea, and even air, as some of our locations are not accessible by road alone. This round-trip journey covers a staggering circumference of 2,134 kilometres. Such is the expanse of our territory that our schools are spread across three administrative regions.

Consequently, ESSB finds itself among the minority of school boards with less than 2000 students. The implications of our vast territory and sparse population are far-reaching, affecting the distribution of human and material resources and the timely delivery of services to English-speaking families. This impact extends beyond education and seeps into areas such as health and social services as well.

From a financial perspective, ESSB faces unique challenges. Our cost per student stands at \$22,388, which is more than double the average of all 69 school boards (Chart 2). Unfortunately, our school board does not benefit from any economies of scale. Moreover, provincial across-the-board funding cutbacks, even if proportionately scaled, have a more devastating impact on our operations, pushing our already limited resources to their limits. A prime example of this strain is the cost associated with meetings of our school board commissioners, principals, center administrators, or workshops involving teachers and other support personnel. These gatherings incur substantial expenses in terms of transportation, overnight stays for most participants, and the loss of work hours due to travel time, often spanning several days.

MANAGEMENT INDICATORS 2019-2020				
Cost per student (ETP) according to the nature of expenditures				
	Teaching and support to teaching	Administrative	Buildings	Total
Reseau Publique	\$8,799.00	\$508.00	\$771.00	\$10,079.00
English School Boards	\$9,105.00	\$644.00	\$882.00	\$10,631.00
Administrative region 11	\$12,976.00	\$1,258.00	\$1,496.00	\$15,730.00
Eastern Shores	\$17,868.00	\$2,594.00	\$1,926.00	\$22,388.00

*882000_Indicateurs_gestion_CS_ed2021.pdf

Socio- Economic Conditions

In 2021-22, nine of our sixteen schools were classified and funded as NANS (New Approaches, New Solutions) schools, recognized within the government designated *milieu défavorisé* territorial maps, which are determined by the employment and education of the mothers in the region. Five of those schools have a decile ranking of ten (the lowest socio-economic conditions), and five with a ranking of nine. This leaves only six of our sixteen schools with slightly better socio-economic circumstances. ESSB must consistently address the unique needs of our school families, securing sufficient services and resources despite the increasing difficulty of accessing limited or unavailable options.

“Studies of risk and resilience in children have shown that family income correlates significantly with children’s academic success, especially in preschool, kindergarten, and primary years.” Teaching with Poverty in Mind, Eric Jensen (2009).

Access to Services in English

Our schools are affected by the general health and well-being of our families prior to student arrival in pre-kindergarten and kindergarten and throughout their stay in elementary and secondary schools. Obtaining support services is a significant challenge for our region. With a small Anglophone population, services in English are rarely available as most health professionals and specialists are not bilingual. Add to that recent legislation in the province, and accessibility to complementary services in English is in constant decline. As a result, families, educators and schools often feel underserved, and the impact on ESSB’s resources is notable. To meet our obligations, staff must fill this void and become adept in supporting our students’ growing, complex personal and psycho-social needs.

Recruitment and staffing of schools and centers

At Eastern Shores School Board, we are committed to overcoming challenges in recruitment and staffing, particularly in our remote regions. We acknowledge that visibility is a significant obstacle, as these areas may not always be on the radar of potential candidates. Furthermore, we recognize the prevailing teacher shortage throughout the province, exacerbating the difficulties in finding qualified educators to fill positions. Additionally, small rural schools' unique nature presents its own challenges. However, despite these obstacles, we remain dedicated to attracting and retaining highly qualified staff to ensure quality education for all our students.

Declaration of Services

In keeping with its mandate as outlined in Sections 207 to 209 in the Education Act, ESSB strives to offer various services to both the youth sector and adult and vocational clientele. Students profit from a culture rich in relationships with the adults who support their academic, social, and emotional growth through a multitude of initiatives such as after-school bussing programs for sporting activities, homework support, weekend retreats such as math camps and leadership activities, and numerous initiatives and programs supported by our Community Learning Centers (CLCs).

Complaint process for parents and students

ESSB will maintain by-law 11 as our current complaint process; however, we will be reviewing and revising the process to align with the recent updates made by the National Student Ombudsman. These changes are aimed at ensuring complaints are handled more quickly, efficiently, and objectively. We appreciate your patience and cooperation during this transition, and we are confident the adjustments will contribute to an improved experience for all parties involved.

Until further notice, all complaints must first be made to the following people in the following order:

- a) To the author of the decision;
 - b) To the school principal or centre coordinators;
 - c) To the director of the service concerned by the decision, if applicable;
 - d) To the assistant director general or the director general.
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1. The complainant has the right to be accompanied by the person of his/her choice, at any stage of the complaint examination procedure. However, interventions may only be made by the complainant.
 2. Under Section c) the Director General may decide to establish a Review Committee composed of 3 people to examine the complaint. The Review Committee shall give to all interested parties the opportunity to present their point of view. The Review Committee will report in writing its decision to the Director General who will forward the decision to the Complainant with copies to the employee whose decision was under examination.
 3. The complaint process defined under section a) b) and c) shall not exceed 30 calendar days.

4. If the complainant is dissatisfied with the manner in which the complaint was handled or its outcome, the complainant must address a complaint to the Secretary General either orally or written and by completing a Student Complaint Form found in BY-LAW 11 on the ESSB website.
5. Upon receipt of the written complaint, the Secretary General will ensure that:
 - a) Due process as defined in section 1 has been followed;
 - b) Concerned parties are informed in writing that a complaint has been received.
6. The Secretary General shall determine if the complaint meets the criteria of Sections 9-12 of the Education Act to request the reconsideration of the decision.
7. If the complaint does not meet the criteria of sections 9-12 of the Education Act the Secretary General will refer the complaint within 5 workdays to the Student Ombudsman and inform the Complainant accordingly in writing.
8. If the complaint meets the criteria of sections 9-12 of the Education Act, the Secretary General will inform the complainant, in writing within 5 workdays, of the right to request the reconsideration of the decision by the Council of Commissioners. The Secretary General will inform the Complainant within the same delay of the relevant procedure to be followed.
9. If the complainant is dissatisfied with the outcome of the decision of the Council of Commissioners, the complainant may forward the complaint directly to the Student Ombudsman or request, in writing, to the Secretary General that the complaint be forwarded immediately to the Student Ombudsman.
10. Notwithstanding the process provided in the present section, the complainant has the right at any stage of the process to request the intervention of the Student Ombudsman. The Student Ombudsman will determine if he should accept or refuse to intervene according to the dispositions provided in section 8 of the Regulation respecting the complaint examination procedure established by a school board.

The administrative office of ESSB is located at:

40 Mountsorrel
New Carlisle, QC G0C 1Z0

Phone: 418-752-2247 x 0

Shared Priorities

Following a rigorous consultation process, ESSB commits to the following priorities in collaboration with its schools, centers and stakeholders:

Recruit, retain and support excellent staff

ESSB recognizes that the contribution of its employees in all classifications and at all levels is integral to our ability to effectively serve and support our students. Only through a concerted effort of well-positioned and well-trained personnel may we hope to achieve our goals in service of our student body. Therefore, investment in the recruitment process will be matched with efforts to retain personnel by putting into place mechanisms to develop the capacity and expertise of all employees. ESSB has chosen to invest in its personnel through training, mentoring and accompaniment processes and programs, as well as providing services and supports to ensure their overall well-being. It will be through creating and promoting a healthy and motivating work environment that ESSB will reach the goal.

Improve second language outcomes according to local contexts

ESSB aims to ensure our students will be able to work and thrive in Quebec society and within our communities once they leave our doors. This rests largely upon their ability to communicate effectively and fluently in both languages: English and French. Our goal is to ensure their capacity in both languages upon certification by promoting a high standard of proficiency across all school communities while considering the particularities of each. Considering the latest research, ESSB will promote programs and strategies that support language development among learners of all ages. Students will benefit from programs and activities that cross subjects and grade levels, while educators will be engaged in initiatives supporting their growth as language development stewards.

Orientations

In alignment with the mission, vision and values of the Ministry of Education's *Plan Strategique 2023-2027*, ESSB will be guided by the following orientations in terms of its priorities, decisions, actions and policies:

Goal 1. Make the success of our students a top priority in Quebec society

- 1.1 Rate of (first) graduation/qualification after 7 years (cohort)
- 1.2 Success rate of boys
- 1.3 Success rate of EHDAA
- 1.4 Proportion of students obtaining between 70-100% in grade 6 ELA and FSL
 - 1.4.1 MEQ exam for ELA: competency 2 (reading)
 - 1.4.2 ESSB exam for FSL (base): all competencies
- 1.5 Proportion of students obtaining between 70-100% in MEQ grade 6 math exam: competency 2 (reasoning)

Table 1 – Student success rates for targeted groups

Eastern Shores School Board	Baseline 2021-2022					
Student Success - Graduation Rates - 7 Year Cohort	Success	# Students	2023-2024	2024-2025	2025-2026	2026-2027
1.1 First diploma or qualification - 7-year cohort*	81.7%	61	82.2%	82.7%	83.2%	83.7%
1.2 Success rate - Boys*	77.0%	36	77.5%	78.0%	78.5%	79.0%
1.3 Success rate - EHDAA*	68.2%	22	68.7%	69.2%	69.7%	70.2%
1.4.1 Proportion of students obtaining between 70-100% of Grade 6 ELA Reading exam	56.0%	71	58.5%	61.0%	63.5%	66.0%
1.4.2 Proportion of students obtaining between 70-100% of Grade 6 FSL exam Final result	72.0%	71	74.0%	76.0%	78.0%	80.0%
1.5 Proportion of students obtaining between 70-100% of Competency 2 Grade 6 Math 2022 exam**	58.1%	74	60.0%	62.0%	64.0%	66.0%

*- 882000_PEVIR_Indicateurs_1_2_3_8.xlsx

** - Statistics from GPI

Goal 2. Invest in vocational training

In the area of vocational training, our school board is dedicated to making investments to enhance the success rate of our students. We recognize the importance of providing comprehensive support to at-risk students and equipping our employees with the necessary tools and professional development opportunities to address their diverse needs effectively. These measures are specifically designed to increase the success rate of graduates in our vocational programs, aligning with our main goal of ensuring that our students are well-prepared for their chosen career paths. By providing targeted support and resources, we aim to equip our students with the skills, knowledge, and confidence necessary to excel in their vocational fields, thereby improving their prospects for long-term success.

INDICATORS – Issue 1 (Objective 2)	PROGRESSION			
	2023-2024	2024-2025	2025-2026	2026-2027
2.1 Success rate of FP - Obtaining a DEP after 3 years – 2022 ESSB 2021-2022: 77.8%*	80%	82%	84%	86%

*- 882000_PEVIR_Indicateurs_1_2_3_8.xlsx

Goal 4: Develop (new) pedagogical projects (ie. projets particuliers)

At Eastern Shores School Board, we understand the importance of pursuing innovative educational initiatives and monitoring student participation; however, we face certain limitations that prevent us from fully meeting this demand.

One key factor contributing to our constraint is the small size of our school board. As a result, our available resources, both in terms of finances and personnel, are considerably limited. Despite our best intentions and efforts, we cannot allocate sufficient resources to undertake a large-scale development of new educational projects.

Furthermore, our small student population limits our ability to generate significant enrollment numbers. Projecting substantial enrollment figures for new educational projects would not be feasible within our current capacity.

Goal 5: Improve and maintain a safe, welcoming and caring school climate/culture

Our school board is committed to improving and maintaining a safe, welcoming, and caring school climate/culture for the well-being of our students. As part of our efforts, we will focus on addressing teacher absenteeism and reducing complaints and incidents received in connection with Bill 59 (occupational health and safety).

To create a positive and supportive environment, we recognize the importance of ensuring our teachers are present and engaged with their students. By reducing teacher absenteeism, we aim to enhance the continuity of instruction, provide consistent support, and continue to foster stronger relationships between teachers and students. We will implement strategies such as regular monitoring of absences, offering professional development opportunities to promote teacher well-being, and strengthening collaboration among staff members to mitigate workload-related challenges.

Furthermore, we are committed to addressing concerns related to Bill 59 and minimizing the number of complaints and incidents received by our employees. We will prioritize a proactive approach by regularly reviewing and updating our occupational health and safety protocols, ensuring compliance with legislative requirements, and providing comprehensive training to all staff members. By fostering a culture of safety, we aim to create an environment where employees feel empowered to report any issues promptly, enabling us to take appropriate measures to resolve them effectively.

INDICATORS	PROGRESSION			
	2023-2024	2024-2025	2025-2026	2026-2027
Reduce teacher absenteeism (20% in 2022-23)	15%	10%	8%	5%
Reduce the number of complaints and incidents received from employees in connection with Bill 59 (occupational health and safety) from (75 complaints in 2022-2023)	70	60	55	50

Signatures

NAME

Wade Gifford, Chairperson

Eastern Shores School Board

NAME

Denise Simoneau, Director General

Eastern Shores School Board

Date: _____