



# Commitment to Success Plan

2023 - 2027



COMMISSION SCOLAIRE  
**Eastern Shores**  
SCHOOL BOARD

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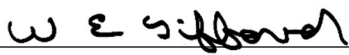
## Message from the Chairperson and the Director General

It is with dedication and enthusiasm that we present to you the 2023-2027 Commitment to Success Plan (CtSP) of the Eastern Shores School Board (ESSB).

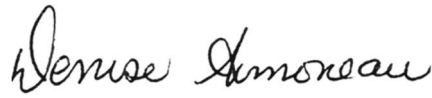
The creation of this document is largely attributed to the concerted efforts of various community stakeholders and partners, as well as our management team, teaching staff, professional staff, support staff, and ESSB students.

There are numerous obstacles, challenges, and issues to overcome, given the shortage of qualified workforce in all educational domains, which impact our organization. The CtSP is in motion, it is alive, and it is ongoing. Teamwork and collaboration will be essential in ensuring an increase in the success and graduation rates, and in reaching the targets we have set for ourselves by 2027.

In conclusion, we wish to express our gratitude to all the dedicated personnel working in our schools and centers for their commitment to our mission and for making student success their top priority.



Wade Gifford, Chairperson



Denise Simoneau, Director General



## The Consultation Process

The discussion groups consisted of representatives from the community, commissioners and members of the school board (both in the youth and adult education sectors). Mixed groups included representatives from unions, parents and staff members from the youth and adult education sectors of ESSB (All management staff and staff members).

In order to develop its CtSP, ESSB organized public information sessions. Two external consultants accompanied the team throughout the process, spanning over one and a half years.

Between November 1, 2021, and January 12, 2022, virtual mixed discussion groups took place. In total, 63 participants from various backgrounds were involved, including members of the Anglophone Social Action Committee (CASA), the Council for Anglophone Magdalen Islanders (CAMI), commissioners, teachers, unions, school management, parents, school boards, students, professionals, and support staff.

A consultation session was held on January 12, 2022, attended by the Director General and the Assistant Director General.

On March 22 and 23, 2022, the Management Committee of the Eastern Shores School Board collaborated in person in New Richmond.

On June 14, 2022, a virtual public assembly was held, followed by the beginning of the strategic planning on June 15, 2022, with 30 participants meeting virtually.

On October 3, 4, and 5, 2022, as well as on November 20 and December 1 and 2, 2022, meetings took place to initiate the work on the Commitment to Success Plan with the Management Committee of the Eastern Shores School Board in Matane, where 27 participants gathered. This audience included school principals and service directors.

April 2023 – Development of the initial version of the CtSP.

May, June, and July 2023 – Writing, finalizing, and submission of the CtSP to the ministry.

November 2023 – CtSP update following the Ministry's recommendations. Collaborative work involving school principals, service directors and the general management.

## Our Mission

Our school board's mission is to establish educational institutions in its territory, to support those institutions and to accompany them by procuring access to the goods and services and offering the optimal conditions enabling them to provide students with quality educational services and see to their educational success, so that the population may attain a higher level of knowledge, social development, and qualification. (art. 207.1 LIP)

More specifically, at the Eastern Shores School Board, we cultivate inclusive learning communities from shore to shore.

## Our Vision

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

## Our Values

### ➤ COMMITMENT

We commit ourselves when we emphasize the importance of our responsibility, when we acknowledge our duty to be accountable. To commit is to make every action, every achievement, a meaningful one.

### ➤ COMPASSION

Compassion is an essential quality that guides our actions as we have an impact, directly or indirectly, on people's lives. Integrity and respect are inherent to this quality.

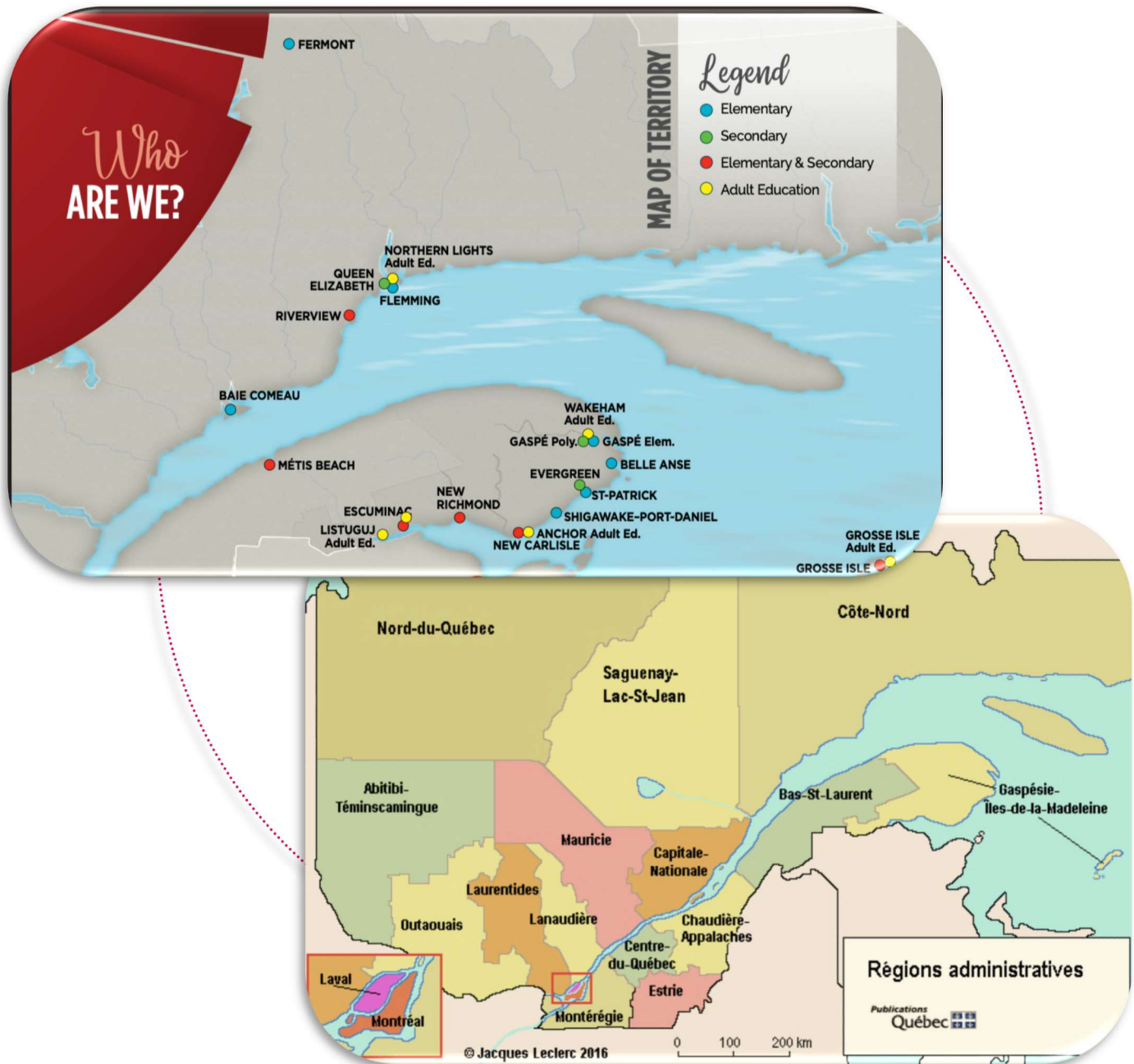
### ➤ COMMUNICATION

Communication is positive through empathetic, welcoming, and non-judgmental interactions with fellow human beings.





## Territory Covered by our School Board

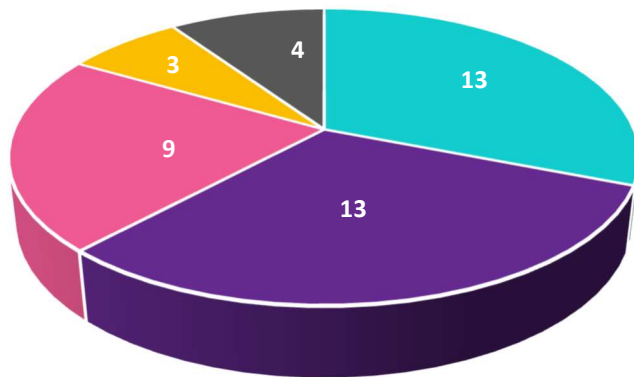


ADMINISTRATIVE REGIONS	SCHOOLS/CENTRES	STUDENTS
Zone 1 – Bas-St-Laurent	1	61
Zone 9 – Côte-Nord	6	328
Zone 11 – Gaspésie-IDM	14	847



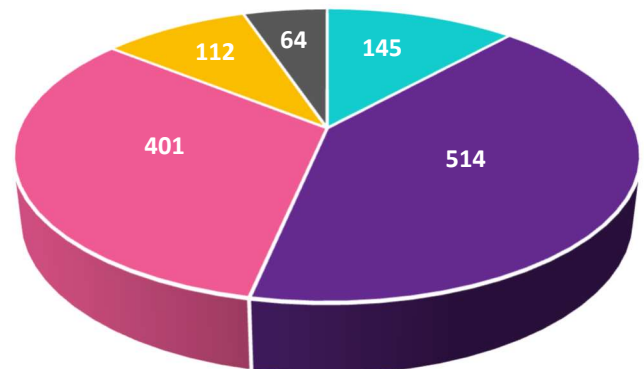
## Portrait of the Eastern Shores School Board 2022-2023

Number of establishments  
providing services - 2022-2023



■ Preschool  
■ Primary  
■ Secondary  
■ Vocational Education (FP)  
■ Adult Education (FGA)

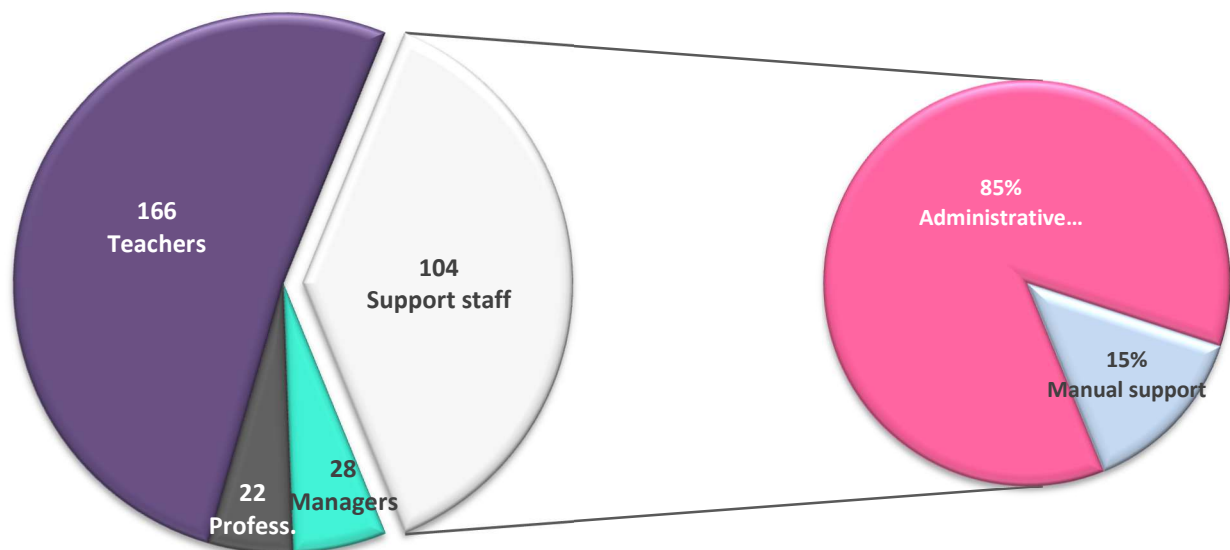
Number of students  
2022-2023



## Human Resources

By category of employment: management, professionals, teachers and support staff

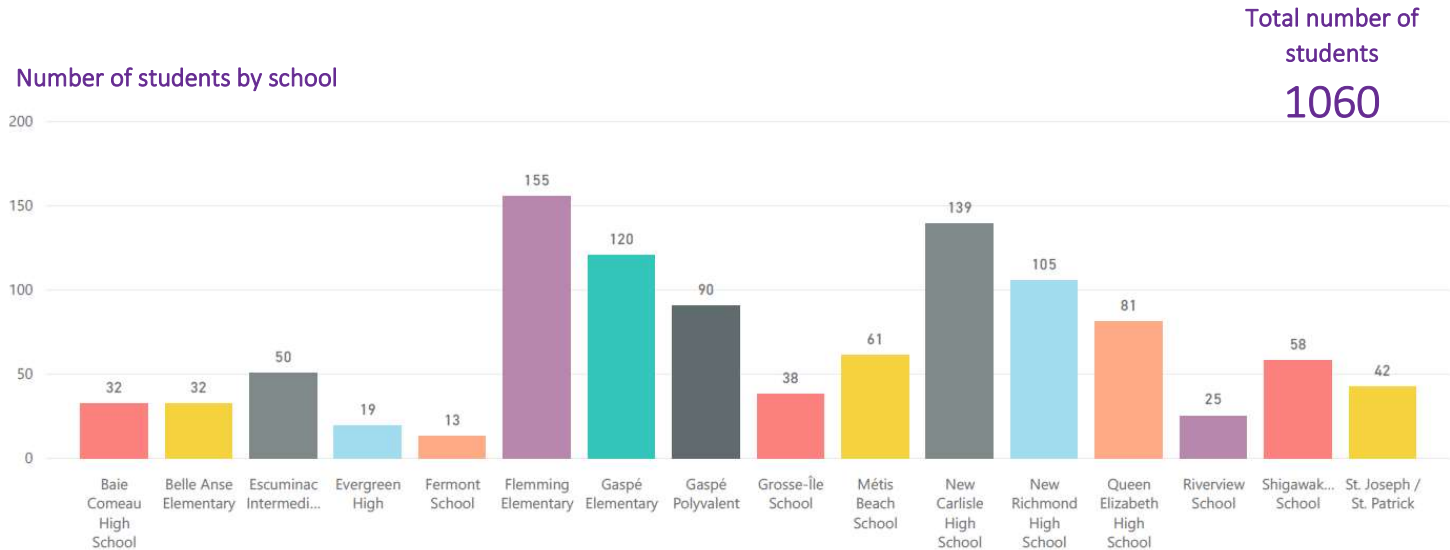
Employment status: regular employment



- Number of unqualified teachers in the youth sector: 32
- Number of unqualified teachers in vocational training: 9
- Number of unqualified teachers in general adult education: 5

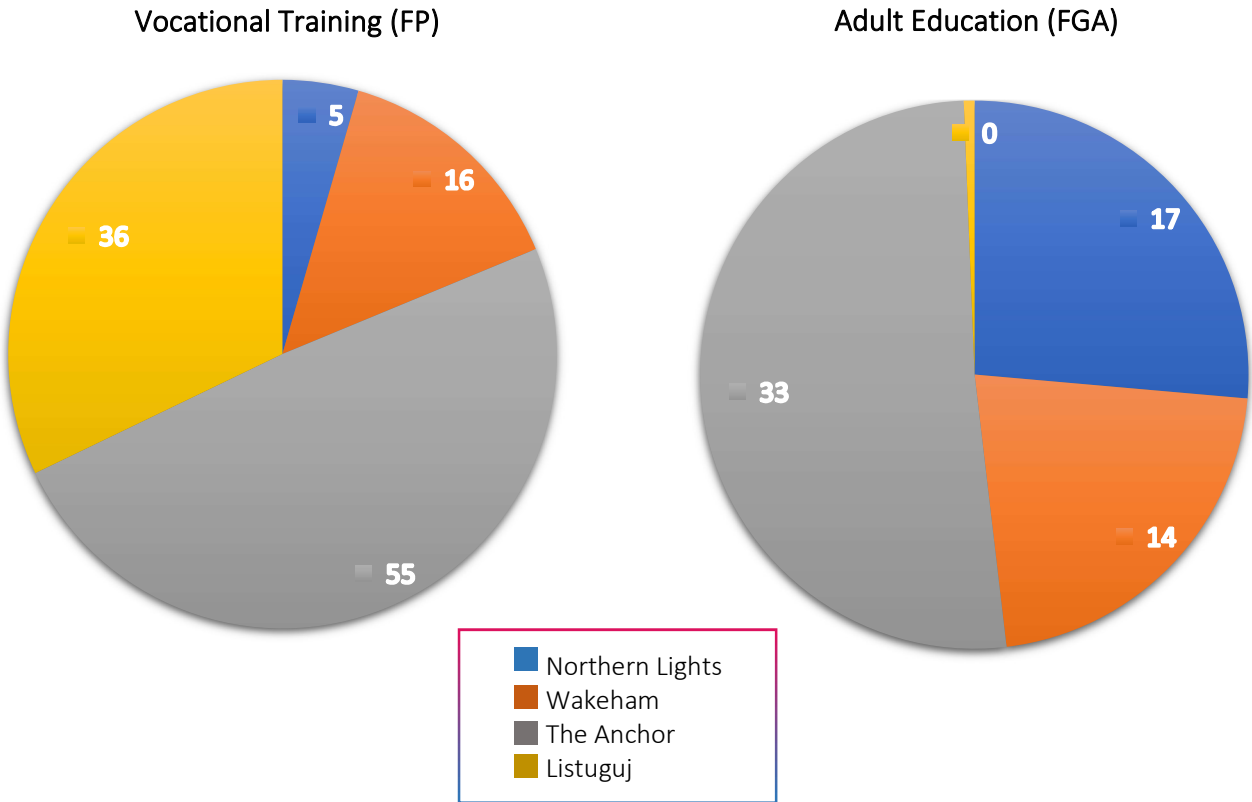


# Youth Sector Clientele by School – Academic Year 2022-2023



## Vocational Training & Adult Education Clientele – Academic Year 2022-2023

Number of enrolled students





## Context in Which ESSB Operates

### CHALLENGES TO ADDRESS

#### 1. Economies of scale (territorial size vs. allocated funding)

In the case of ESSB, our territorial boundaries are equivalent to that of a country, even though our student population is comparable to that of a small village: only 1,060 students in the youth sector were enrolled during the 2022-2023 school year.

To give you an idea of the size of the territory we serve, we have mapped out a circular route from our administrative offices in New Carlisle that encompasses all our schools and centers by land, sea, and even air; some of our locations are accessible only by means other than road transport. **This round trip covers an impressive circumference of 2,134 kilometers.**

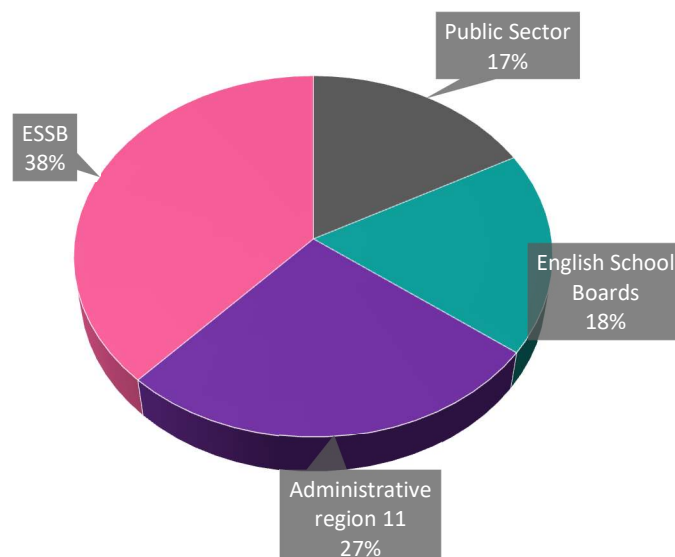
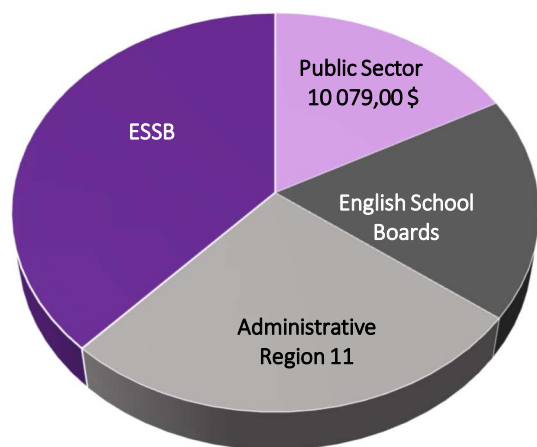
Consequently, ESSB falls among the minority school boards with fewer than 2,000 students. The implications of this vast territory and an extended population are significant and have a noticeable impact on the allocation of human and material resources and the timely provision of services to Anglophone families. These implications extend well beyond the educational factor and into social and health services.

Not only is the territory of our school board immense, but it is essential to highlight that our schools experience very different realities. Some schools welcome students from unilingual Anglophone families, while others are Francophone, while others are Indigenous families. These diverse realities bring several challenges but also a wealth of cultural diversity.

#### Performance Indicators

From a financial perspective, ESSB faces unique challenges. It costs us **\$22,388** per student, which is **more than double the average of all 72 service centers and school boards**. Unfortunately, our school board does not benefit from any economies of scale.

PERFORMANCE INDICATORS 2021-2022				
Cost per student (ETP) by type of expenditure				
	Teaching and support to teaching	Administrative costs	Buildings	TOTAL
Average	9 867 \$	569 \$	931 \$	11 367 \$
ESSB	20 829\$	3 041\$	2 239 \$	26 109 \$



## 2. Socio-Economic Conditions

In the 2021-2022 academic year, nine (9) out of our sixteen (16) schools were categorized and funded under the “Agir autrement” (SIAA) intervention strategy and were recognized by the government on territorial maps as disadvantaged areas:

- ISME 10 : 2 schools
- ISME 9 : 4 schools
- ISME 8 : 3 schools
- 7 schools benefit from slightly better socio-economic conditions.

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).

## 3. Access to Services

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.

ESSB does not have services in psychology, occupational therapy, speech therapy, etc., as the professionals offering these services are primarily Francophone. Anglophone professionals often leave the region and only provide virtual services. A reality in Quebec makes it difficult to recruit these professionals because the licensing examination is only available in French.

#### 4. Recruitment and Staffing for Our Schools and Centers

At ESSB, 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.

2023-2024			
	# Combined groups	Grade level Combined	For Info collect
<b>BCHS</b>	3	PreK+K, Grade 1+2, Grade 3+4+5+6	2
<b>BAS</b>	3	PreK+K, Grade 1+2, Grade 3+4+5+6	2
<b>EIS</b>	3	PK+Kin, Grade 2+4, Grade 5+6	2
<b>Fermont</b>	2	Pre-K+ K, 5+6	1
<b>Flemming</b>	2	Grade 1+2, x 2	2
<b>GES</b>	0		0
<b>GIS</b>	3	Pre-K + K, Grade 1+2, Grade 4+5+6	2
<b>MBS</b>	4	PreK+K, Grade 1+2, grade 3+4, Grade 5+6	3
<b>NCHS</b>	3	Grade 1+2, Grade 3+4, Grade 5+6	3
<b>NRHS</b>	3	Pre-K+KIN, Grade 1+2+3, Grade 5+6	2
<b>Riverview</b>	3	Pre-K+ K, Grade 1+2+3+4, Grade 5+6	2
<b>SPDS</b>	2	Grade 1+2, grade 3+4	2
<b>St. Pats</b>	3	Pre-K + K, Grade 3+4, Grade 5+6	2
<b>Total</b>	34		25



Furthermore, the reality is such that young Anglophone families wishing to settle in the region have limited access to services in English for healthcare, childcare, and more. Accessibility to housing is also a major issue in several towns and villages in the regions.

The price of gasoline also affects the challenge of having teachers living in urban areas who must commute to work in the region. The proximity of Francophone school boards also has an impact on personnel recruitment.

However, despite these obstacles, we remain dedicated to attracting and retaining highly qualified staff to ensure quality education for all our students.

## Community Organizations

- ❖ CALACS (centre d'aide et de lutte contre les agressions à caractère sexuel)
- ❖ Table of community organizations: COSMOSS (communauté ouverte et solidaire pour un monde outillé, scolarisé et en santé)
- ❖ Organizations that facilitate Anglophone services to citizens: CASA (comité d'action social anglophone), Vision Gaspé Percé Now, Heritage Lower St-Laurent, CAMI (Council for Anglophone Magdalen Islanders),
- ❖ NSCA (North Shore Community Association)
- ❖ Recruitment for the Gaspésie Region: Stratégie Vivre en Gaspésie
- ❖ Access to employment: CJE (carrefour jeunesse-emploi)
- ❖ Center for Social Pediatrics (social and health services for students)
- ❖ Support for low-income families: Family Ties
- ❖ CEDEC : Corporation d'employabilité et de développement économique communautaire

## Government Partners

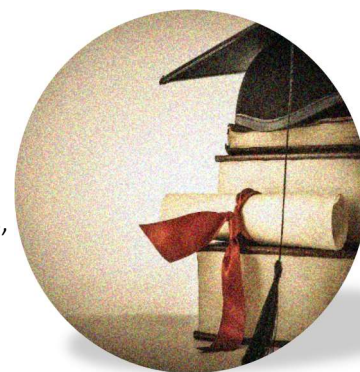
- ❖ CISSS (DPJ, infirmière scolaire, services sociaux, aire ouverte)
- ❖ Centre local d'emploi
- ❖ Sûreté du Québec
- ❖ Premiers répondants et pompiers (cours RCR)
- ❖ MEQ
- ❖ DSREA
- ❖ Ministère de la culture
- ❖ Ministère de l'Immigration
- ❖ Towns and municipalities
- ❖ RSEQ

## 2023-2027: Our Challenges and Orientations

### Challenge 1 : Educational Success

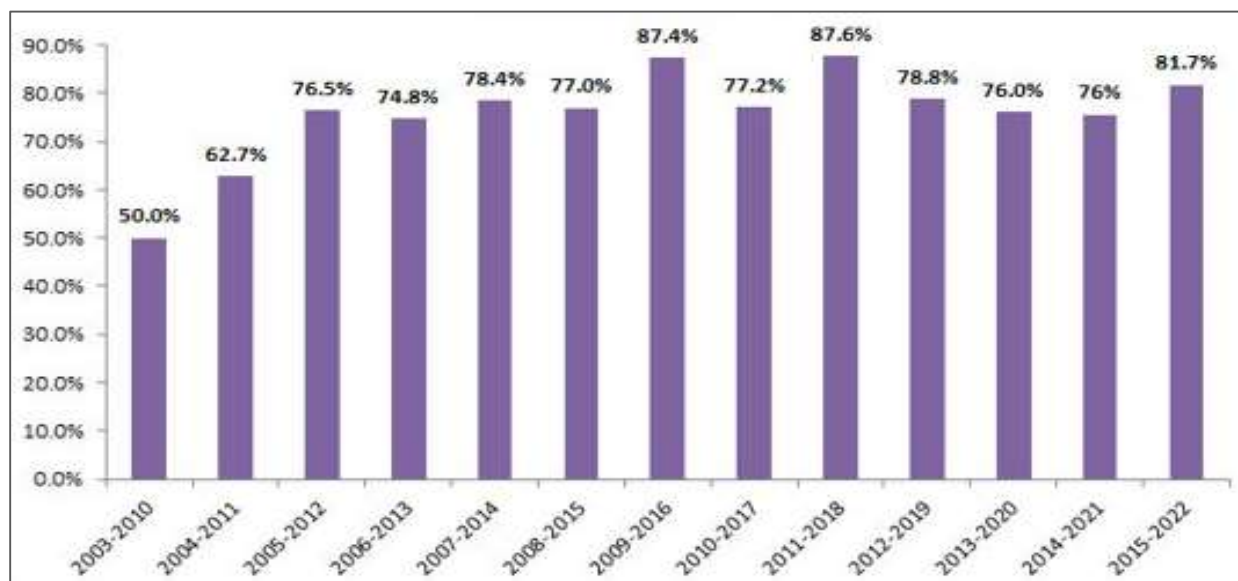
**Orientation 1:** Make the success of our students, both youth and adults, our priority

**Objective 1:** Increase student success from 2023 to 2027



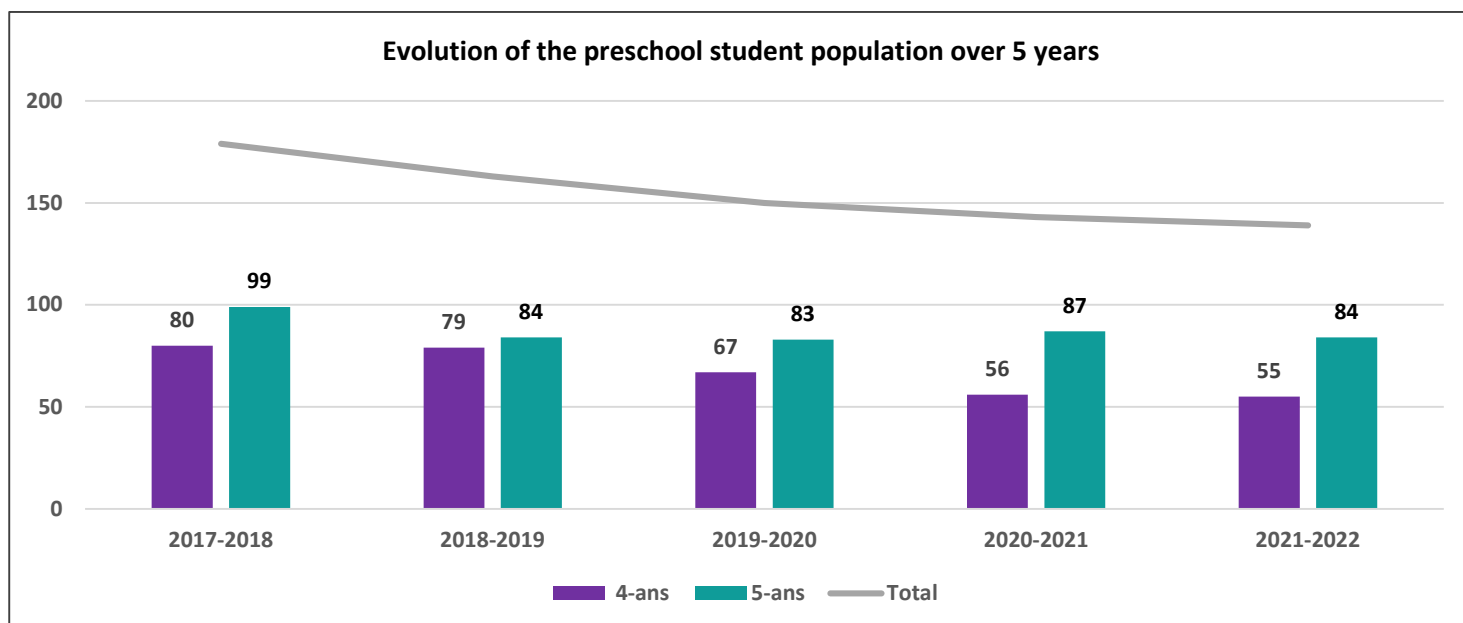
Increase the rate of (first) graduation or qualification after seven (7) years			
Indicators of academic success	Baseline 2021-2022		Targets 2026-2027
	Number of students	Success rate	Success rate
1.1 Rate of obtaining a first diploma or qualification within 7 years of starting secondary education (MEQ)	61	81,7%	83,7%
1.2 Success Rate - Boys	36	77%	79%
1.3 Success Rate - EHDA (MEQ)	22	68,2%	70,2%

### Graduation and Qualification Rates – 2003 to 2022 Eastern Shores School Board





Indicators of academic success	Reference year 2021-2022		Targets 2026-2027
	Number of students	Success rate	Success rate
1.4 Proportion of students obtaining between 70-100% of Grade 6 ELA Reading exam	71	56%	60%
1.5 Proportion of students obtaining between 70-100% of Grade 6 FSL exam Final result	71	72%	80%
1.6 Proportion of students obtaining between 70-100% of Competency 2 Grade 6 Math 2022 exam	74	58%	60%
1.7 Number of Pre-K 4 classes (however, if the student population decreases, consider Pre-K 4-5 classes)	<p>The ability to maintain the number of Pre-K 4 classes is difficult to determine in our context. Most of the children we welcome come from family childcare or directly from home. It is very challenging for the school to reach the parents of prospective students and engage them in transition activities. The time spent on transportation also deters many parents from enrolling their 4-year-old knowing that they will have to endure a 1 hour and 15-minute commute in the morning and evening.</p> <p>Another factor that significantly affects our small communities is the rule that requires us to have a minimum of 3 four-year-olds and 3 five-year-olds to open a full-time group, or to have at least 6 five-year-olds. If the school has 2 four-year-olds and 4 five-year-olds, making a group of 6 students, the group will not be funded.</p>		



## Challenge 1: Educational success (continued)

**Orientation 2:** Invest in vocational training

**Objective 2:** Modernize and promote vocational training

Indicators of academic success	Reference year 2021-2022		Targets 2026-2027
	Number of ETP	Success rate	Success rate
2.1 Increase the success rate of FP – obtaining a DEP after three (3) years	57	77.8%	80%

**Orientation 3:** Make schools and centers welcoming spaces

**Objective 4:** Develop (new) pedagogical projects secondary level (projets particuliers)

Indicators of pedagogical projects	Reference year 2021-2022	Targets 2026-2027
	Number of students	Number of students
4.1 Increase the participation rate of secondary school students in a pedagogical project	38	55%

Our goal is to ensure their ability to express themselves in both languages upon graduation by promoting high standards of competence within the school community, while taking into account the unique characteristics of each.

With a great deal of effort, we will continue with current projects and increase the development of new pedagogical projects in smaller secondary schools, by integrating the use of digital component and immersion into the school curriculum.

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

Indicators of social climate/culture	Reference year 2021-2022	Targets 2026-2027
	Proportion	%
5.1 Increase the proportion of schools and centers using the student well-being framework developed based on research data to conduct a situational analysis of their environment.	Awareness	100%

All schools use Social Emotional Learning (SEL) tools tailored to the school level for universal prevention education. All schools develop an annual or quarterly plan listing the social and emotional content to be covered. In all schools, social and emotional learning is monitored and supported by a team of social workers, social service agents, special education technicians, and teachers.

Rate of students' sense of security in elementary and secondary levels:

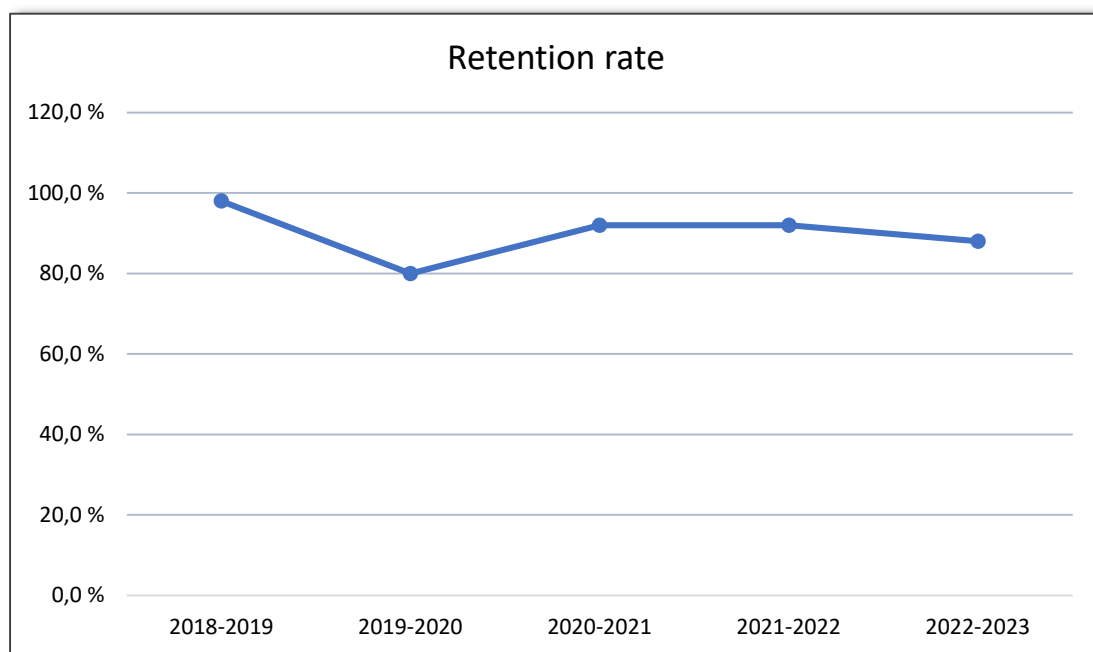
Survey of primary and secondary students	Reference year 2021-2022	Targets 2026-2027
	%	%
<b>PRIMARY</b>		
Feels safe at school	66%	80%
Feels safe going to school	69%	80%
Feels safe going home	78%	80%
Moments conducive to bullying (recess)	71%	40%
<b>SECONDARY</b>		
Feels safe at school	52%	80%
Feels safe going to school	70%	80%
Feels safe going home	74%	80%
Moments conducive to bullying (breaks)	55%	30%

## Challenge 2: School staff

**Orientation 4:** Enhancing the quality of teaching

**Objective 6:** Increase the number of qualified teachers in the network

Indicators of professionalism	Reference year 2021-2022	Targets 2026-2027
	%	%
6.1 Increase the rate of unqualified teachers in teacher training programs ( <b>Partnership agreement under discussion between Concordia University and UQAR</b> )	0%	10%
6.2 Increase the staff retention rate	92%	95%



## Challenge 3: Governance

**Orientation 5:** Make our school board more efficient

**Objective 8:** Increase the professionalization of school, center, and service directors

Indicators of professionalization	Reference year 2021-2022	Targets 2026-2027
	Number of training days	Number of training days
8.1 Increase the number of days of ongoing training on practices recognized as effective by research.	9	12

### Foundation

Links between the Strategic Plan, the Commitment to Success Plan and the Pedagogical Project:

ESSB, within the framework of its accountability, will comply with Article 220, first paragraph: “Every school service center shall prepare an annual report in accordance with the regulation made under section 457.6 in order to give the population in its territory an account of the implementation of its commitment-to-success plan and the results obtained measured against the objectives and targets it contains.”

Likewise, the school board ensures that the school council of the school complies with Article 83: “Each year, the governing board shall inform the parents and the community served by the school of the services provided by the school and report on the level of quality of such services.”

As for the centers, Article 110.3.1 is also taken into account by our school board: “Each year, the governing board shall inform the community served by the center of the services provided by the center and report on the level of quality of such services.”

The school board will consider the harmonization of the Commitment to Success Plan and the educational project as per Article 37.1 for the school and Article 97.2 for the center.

\*Article 37.1: The period covered by the educational project must be harmonized with the period covered by the school service center’s commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.

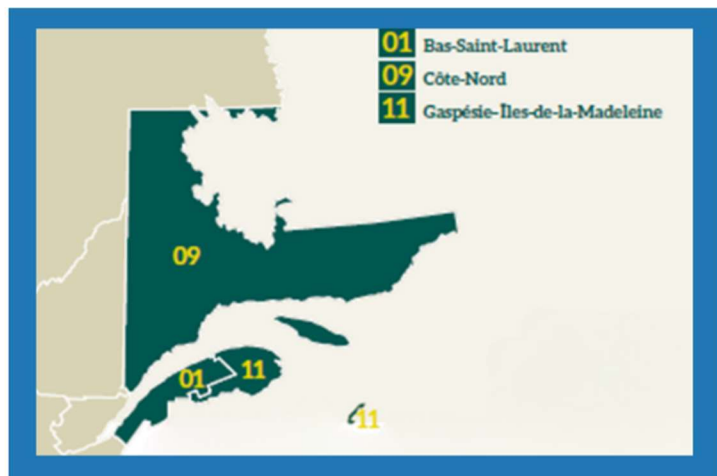
\*Article 97.2: The period covered by the educational project must be harmonized with the period covered by the school service center’s commitment-to-success plan in accordance with any terms prescribed under the first paragraph of section 459.3.



## Conclusion

The updating of the ESSB Commitment to Success Plan (PEVR) will combine both the strategic plan of the Ministry and the educational project of schools and centers. It will take into account the different linguistic, social, and economic realities of our students to ensure the success for all.





COMMISSION SCOLAIRE  
**Eastern Shores**  
SCHOOL BOARD

