

# 2013-2017 CQSB STRATEGIC PLAN

5/7/2013

**Public Consultation Version**



# ACKNOWLEDGEMENTS

## STEERING COMMITTEE

- Jean Robert, Committee Chairman (Commissioner, Ward 5: Québec City Region)
- Isabelle Béland, (Parent Commissioner; Elementary)
- Stephen Burke, (Chairman of the Council of Commissioners and Commissioner, Ward 6: Québec City Region)
- Robert Lemelin (Commissioner, Ward 4: Québec City Region)
- Wyna Marois (Commissioner, Ward 3: Québec City Region)
- Stephen Nellis (Parent Commissioner; Secondary)
- Esther Paradis (Commissioner, Ward 2: Québec City Region)

## ADMINISTRATIVE SUB-COMMITTEE

- Marielle Stewart, Director General
- Cathy Scott, Assistant Director General/ Secretary General
- Laurent Després, Director of Finances
- Diane Labbé, Director of Complementary Educational Services, Youth and Adult
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- CQSB School and Centre Principals
- CQSB School and Centre staff
- CQSB Governing Boards
- CQSB Parent Committees
- CQSB Special-Needs Advisory Committee
- Unions and Associations

## PHOTOGRAPHERS

- **Cover photos:** clockwise from top: Linda Beaulieu, PES; Tjerk Bartlema (Performing Arts Festival), [cameleon.ca](http://cameleon.ca) and Nathalie Quessy, MMS.
- **Photos page 7:** clockwise from top: [cameleon.ca](http://cameleon.ca), Tjerk Bartlema (Performing Arts Festival) and Christian Trépanier, PES
- **Photo page 8:** Ed Sweeney, QHS
- **Photos page 12:** Doris Schaerli, MEES; photographer unknown, SPHS
- **Photo page 16:** Tjerk Bartlema (PAF)
- **Photos page 17:** Steven Dopheide, SPHS; Tjerk Bartlema (Performing Arts Festival)

## CONCEPTION AND LAYOUT

- Patti L. Moore, Project Development Officer

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# INTRODUCTION



It has been three years since the Central Québec School Board developed its last Strategic Plan and much has happened in that time period!

Over the past three years, our Board has successfully developed and implemented a Partnership Agreement with the *Ministère de l'éducation, du loisir et du sport* (MELS), which has included yearly accounts to the Minister of Education regarding our progress.

It is important to note that CQSB consistently ranks in the top five school boards in Québec! In June 2011, our Board obtained the highest success rate amongst the nine English school boards in the province on the MELS Uniform Examinations, in English Language Arts, French Second language and French Mother Tongue. That same year, when compared with all 69 school boards in the province (French and English sectors) we ranked second!

Our schools and centre have been key in this process. For the past three years, in addition to their Educational Projects and School Success Plans, CQSB schools and centre have developed a yearly Management and Educational Success Agreement (MESA) which outlines in detail how they will help the Board attain the targets that the Minister has set for us, mainly with regard to contributing to increasing the overall provincial success rate and reducing the number of students dropping out province-wide.

Our Board is also currently focusing on ensuring the smooth implementation of Bill 56: *An Act to Prevent and Stop Bullying and Violence*

*in the Schools*. In addition to adhering to our CQSB [\*Policy for Countering all Forms of Harassment\*](#), CQSB already has in place a variety of programs that teach elementary students to recognize, refuse and report bullying.

Developing the 2013-2017 Strategic Plan would not have been possible without the dedication and commitment of the entire CQSB team, including school and centre principals and vice principals, the directors of CQSB services and their teams, and the CQSB Council of Commissioners.

We are also grateful for the feedback provided by our school and centre principals and staff, school and centre governing boards, parent committees, unions, associations and the Special Needs Advisory Committee.

Coming to a consensus regarding a document which will guide our actions over the next four years is no easy feat! We are grateful to have the support of so many passionate and devoted individuals!

On behalf of the Council of Commissioners and the Administrative Council of the Central Québec School Board, we would like to extend our sincere thanks to all those who contributed to this important accomplishment.



**Stephen Burke,**  
Chairman of the Council of Commissioners

**Marielle Stewart,**  
Director General

**June 2013**

# CQSB BELIEFS, MISSION, VALUES AND VISION

## CQSB BELIEFS

At the Central Québec School Board, we believe that:

- Learning is a lifelong process;
- There is richness in diversity;
- All individuals have potential to improve and have the right to develop their potential in a safe, caring and inclusive environment;

Students must always be placed as **the** priority

## CQSB MISSION

The mission of the Central Québec School Board is to support vibrant learning communities in its schools and Centre that empower all students to receive the best possible education, to foster their social development and to prepare them to achieve their fullest potential and become contributing members of our ever-changing society.

## CQSB VALUES

- Openness
- Leadership
- Cooperation in a caring & learning environment

## CQSB VISION



# PORTRAIT OF THE BOARD

The Central Québec School Board (CQSB) covers the largest territory of any school board in the province. Its schools and centre are spread out over a region of 500,000 kilometres – or one third of the province. Despite the obvious challenges faced by a Board with such geographically spread-out schools, our students have consistently performed at a high level. Results on Ministry examinations and success rates have consistently placed CQSB among the top five English school boards in the province. This is a considerable achievement when one considers the geographic and linguistic challenges.

## CQSB ELEMENTARY SCHOOLS

- Everest Elementary School
- Holland Elementary School
- Mauricie English Elementary School
- Portneuf Elementary School
- Riverside Regional Elementary School
- Ste-Foy Elementary School
- St. Vincent School
- Valcartier Elementary School

## CQSB SECONDARY SCHOOLS

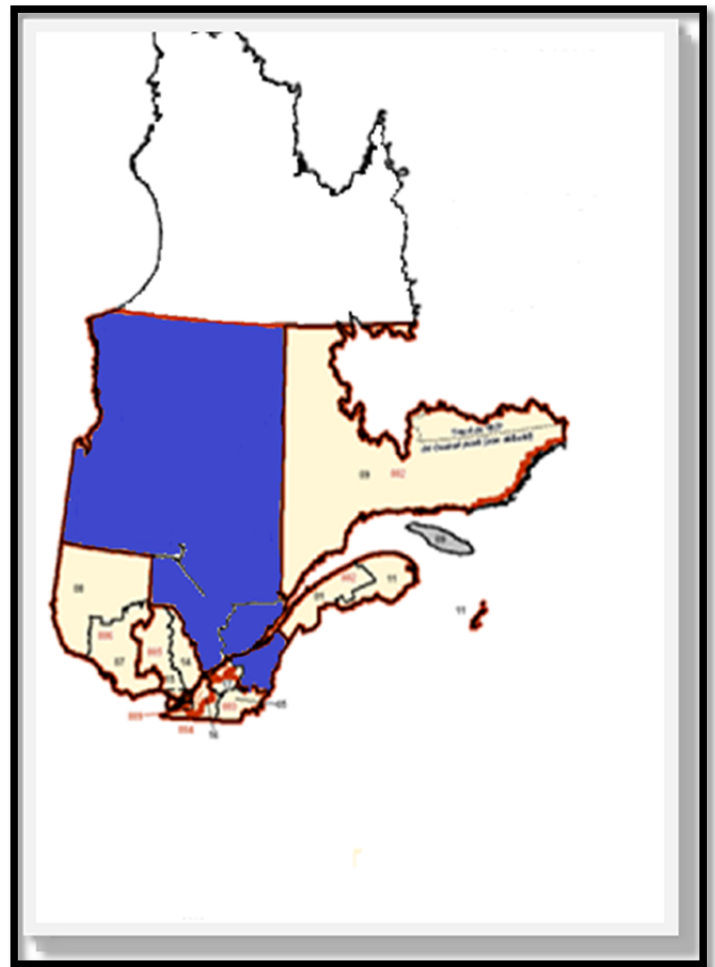
- Québec High School
- Riverside Regional High School
- St. Patrick's High School
- Three Rivers Academy

## CQSB COMBINED SCHOOLS

- A.S. Johnson Memorial School/  
St. Patrick Elementary School
- Dollard des Ormeaux School
- Jimmy Sandy Memorial School
- La Tuque High School
- MacLean Memorial School
- Shawinigan High School

## CQSB ADULT AND VOCATIONAL EDUCATION CENTRE

- Eastern Québec Learning Centre



# CURRENT STATISTICS:

## STRATEGIC DIRECTION 1

### IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

#### OBJECTIVE 1.1

##### GRADUATION RATE FOR STUDENTS UNDER AGE 20

BASELINE: 81.6% / TARGET: 85.0% / SOURCE: *Portrait des statistiques ministérielles octobre 2012*

	2008 (7yr cohort) Cohort 2003	2009 (7 yr cohort) Cohort 2004	2010 (6 yr cohort) Cohort 2005	2011 (5 yr cohort) Cohort 2006	June 2017 TARGET
<b>CQSB OVERALL</b>	79.8%	79.8%	81.6%	74.3 %	85.0%
<b>CQSB Youth sector</b>	78.0%	76.4%	76.4%	Not available	?
<b>QSB Adult Education</b>	2.0%	2.5%	3.2%	Not available	?
<b>CQSB Vocational Education</b>	1.0%	1.6%	0.3%	Not available	?

##### SUCCESS RATE FOR SECONDARY MATHEMATICS/ AND FOR HISTORY & CITIZENSHIP (SEC. IV)

BASELINE YEAR: 2011-2012 / TARGET: indicated below / SOURCE: MELS Uniform Examinations - Charlemagne preliminary extraction

MATHEMATICS	2011-2012	JUNE 2017 TARGET
CST (Cultural & Scientific) Option	83.8%	83.8%
Science Option	95.9%	90.0%+
T & S Technical and Scientific Option	85.3%	85.0%+
<b>HISTORY &amp; CITIZENSHIP</b>	81.3%	83.0%

##### SCIENCE AND TECHNOLOGY & APPLIED SCIENCE AND TECHNOLOGY (SEC. IV)

BASELINE YEAR: 2011-2012 / TARGET: section in orange / SOURCE: MELS Uniform Examinations

	2011-2012	JUNE 2017 TARGET
<b>SCIENCE AND TECHNOLOGY</b>	81.0%	83.0%
<b>APPLIED SCIENCE AND TECHHNOLOGY</b>	66.7%	70.0%

#### OBJECTIVE 1.2:

##### NUMBER OF LEAVERS WITHOUT A DIPLOMA OR QUALIFICATION

BASELINE YEAR: 2009-2010 / TARGET: 65 students or 19.5% / SOURCE: *Portrait des statistiques ministérielles octobre 2012*

	2008-2009	2009-2010	2010-2011	2011-2012	2017 TARGET
<b>CQSB OVERALL</b>	67 (20.2%)	69 (20.3%)	19.8%	n.a.	65 (19.5 %)
Secondary Cycle 1	14	20	20	n.a.	n.a.
Secondary III	17	17	11	n.a.	n.a.
Secondary IV	14	18	29	n.a.	n.a.
Secondary V	22	14	15	n.a.	n.a.
<b>CQSB BOYS</b>	37 (20.6%)	37 (22.8%)	19.1%	n.a.	35 (19.0%)
Secondary Cycle 1	9	12	12	n.a.	n.a.
Secondary III	9	6	8	n.a.	n.a.
Secondary IV	8	10	9	n.a.	n.a.
Secondary V	11	9	5	n.a.	n.a.
<b>CQSB GIRLS</b>	30 (19.9%)	32 (18.0%)	20.4%	n.a.	30 (20.0%)
Secondary Cycle 1	5	8	8	n.a.	n.a.
Secondary III	8	11	3	n.a.	n.a.
Secondary IV	6	8	20	n.a.	n.a.
Secondary V	11	5	10	n.a.	n.a.

n.a.: Not available

# CURRENT STATISTICS:

## STRATEGIC DIRECTION 1

### IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

#### OBJECTIVE 1.3

#### SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN MATHEMATICS (ELEMENTARY)

BASELINE YEAR: 2011-2012 / TARGET: as indicated below / SOURCE: End-of-Cycle Evaluation Results GPI

MATHEMATICS		2011-2012		JUNE 2017 TARGET
		Success Rate	Group Average	Success Rate
Grade 2	Girls	80.8 %	72.6 %	
	Boys	77.6 %	72.9 %	
	Total	79.2 %	72.7 %	82.2 %
Grade 4	Girls *	79.3 %	72.6 % *	
	Boys **	84.3 %	73.1 %	
	Total ***	81.7 %	72.8 %	84.7 %
Grade 6	Girls	78.7 %	64.8	
	Boys	79.5 %	67.1	
	Total	79.1%	65.9	82.1%

\*33% cohort missing    \*\* 38% cohort missing    \*\*\* 36 % cohort missing





# CURRENT STATISTICS:

## STRATEGIC DIRECTION 2

### IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

#### OBJECTIVES 2.1., 2.2., 2.3.

#### SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN ENGLISH LANGUAGE ARTS (ELEMENTARY)

BASELINE YEAR: 2011-2012 /TARGET: as indicated below/ SOURCE: End-of-Cycle Examination Results GPI

ENGLISH LANGUAGE ARTS		2011-2012		JUNE 2017 TARGET	
		C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing
Grade 2	Girls	78.0 %	86.4 %		
	Boys	60.7 %	73.3 %		
	Total	69.0 %	79.6 %	71.0 %	81.6 %
Grade 4	Girls	81.5 %	91.5 %		
	Boys	75.4 %	82.5 %		
	Total	74.5 %	87.9 %	76.5 %	*
Grade 6	Girls	81.3 %	92.9 %		
	Boys	68.9 %	87.7 %		
	Total	74.6 %	90.0 %	76.6 %	*

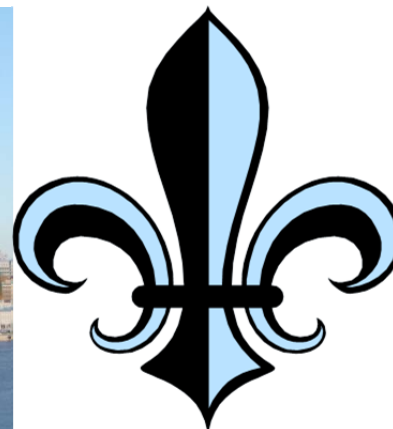
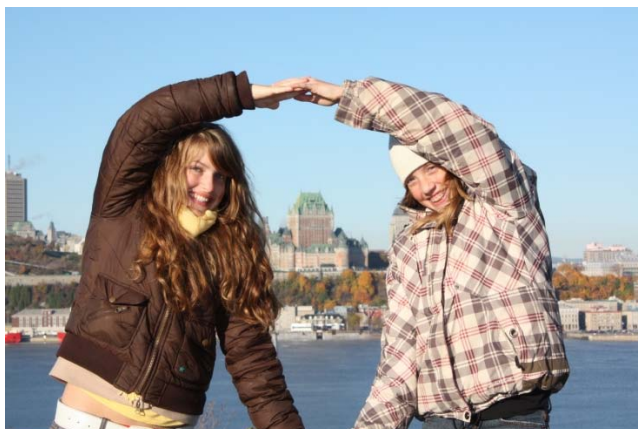
\* No targets have been set as success rates are very high.

#### OBJECTIVE 2.4.

#### SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN FRENCH (ELEMENTARY)

BASELINE YEAR: 2011-2012 /TARGET: as indicated below / SOURCE: Data extracted from GPI

FRANÇAIS, LANGUE SECONDE-IMMERSION		2011-2012		JUNE 2017 TARGET
		Success Rate	Group Average	Success Rate
Grade 4	Girls	97.0 %	76.4 %	
	Boys	94.9 %	78.3 %	
	Total	95.9 %	77.3 %	95.9 %
Grade 6	Girls	96.9 %	81.1 %	
	Boys	91.2 %	74.7 %	
	Total	93.9 %	77.9 %	93.9 %



# CURRENT STATISTICS:

## STRATEGIC DIRECTION 2

### IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

#### OBJECTIVES 2.3, 2.7 & 2.9

#### CQSB SUCCESS RATE FOR SECONDARY UNIFORM MINISTRY EXAMINATIONS

BASELINE YEAR: (?) / TARGET: as indicated below / SOURCE: MELS Uniform Examinations (Charlemagne)							
EXAMINATION	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Target
<b>Français, langue seconde-base Sec V SUCCESS RATE</b>	94.6%	98.4%	97.8	95.3	91.0	100.0	<b>95.0</b>
<b>Volet écriture</b>	94.6%	92.4%	90.0	90.6	82.1	86.8	<b>90.0</b>
<b>Volet lecture</b>	89.0	96.0%	93.8	84.4	83.3	96.1	<b>90.0</b>
<b>Français, langue seconde-base Sec. V GROUP AVERAGE</b>	no data	<b>69.3</b>	80.3	74.0	80.6	86.8	<b>85.0</b>
<i>Français, langue seconde-enrichi Sec V SUCCESS RATE -VOLET ÉCRITURE (complementary exam)</i>	/	/	/	/	/	97.9	95.0
<b>Français, langue d'enseignement Sec V SUCCESS RATE</b>	81.2%	<b>88.4%</b>	78.8	95.5	95.5	98.3	<b>90.0</b>
<b>Français, langue d'enseignement Sec V GROUP AVERAGE -VOLET ÉCRITURE</b>	67.0%	71.8%	61.2	89.6	84.1	85.2	<b>80.0</b>
<b>English Language Arts Sec V SUCCESS RATE</b>	96.0%	96.0%	93.0	97.8	97.8	97.1	96.0
<b>English Language Arts Sec V GROUP AVERAGE</b>	no data	<b>74.5</b>	76.1	73.3	76.3	76.5	<b>78.3</b>

#### OBJECTIVES 2.6 & 2.8

#### SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN FRENCH (SECONDARY)

BASELINE YEAR: 2011-2012 / TARGET: as indicated below / SOURCE: Data extracted from GPI

FRANÇAIS, LANGUE SECONDE-ENRICHI SEC. II	2011-2012		JUNE 2017 TARGET
	Success Rate	Group Average	Success Rate
<b>Girls</b>	93.3 %	77.7 %	
<b>Boys</b>	90.6 %	75.8 %	
<b>Total</b>	91.8 %	76.8 %	94.0 %
FRANÇAIS, LANGUE D'ENSEIGNEMENT- Sec. II	2011-2012		JUNE 2017 TARGET
	Success Rate	Group Average	
<b>Girls</b>	N.D.	N.A.	
<b>Boys</b>	N.D.	N.A.	
<b>Total</b>	89.7 %	N.A.	89.7 %

# CURRENT STATISTICS:

## STRATEGIC DIRECTION 2

### IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

#### OBJECTIVE 2.3

#### SUCCESS RATE ON END-OF-CYCLE EVALUATIONS IN ENGLISH (SECONDARY)

BASELINE YEAR: 2012-2013 / TARGET: To be determined/ SOURCE: Data extracted from GPI

ENGLISH LANGUAGE ARTS- Secondary II	2011-2012				2012-2013			
	Success Rate		Group Average		Success Rate		Group Average	
	C. 2 Response	C.3 Writing	C. 2 Response	C. 3 Writing	C. 2 Response	C.3 Writing	C. 2 Response	C. 3 Writing
<b>Girls</b>	82.7 %	90.1 %	70.3 %	73.0 %	TBD	TBD	TBD	TBD
<b>Boys</b>	68.4 %	82.4 %	63.5 %	69.0 %	TBD	TBD	TBD	TBD
<b>Total</b>	75.5 %	86.2 %	66.8 %	71.1 %	Baseline Year			

ENGLISH LANGUAGE ARTS- Secondary III	2011-2012				2012-2013			
	Success Rate		Group Average		Success Rate		Group Average	
	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing	C. 2 Response	C. 3 Writing
<b>Girls</b>	83.8 %	N/D	71.0 %	N/D	TBD	TBD	TBD	TBD
<b>Boys</b>	75.8 %	N/D	66.0 %	N/D	TBD	TBD	TBD	TBD
<b>Total</b>	78.8 %	N/D	68.3 %	N/D	Baseline Year			

\* TBD: TO BE DETERMINED.

## STRATEGIC DIRECTION 3

### IMPROVE PERSEVERANCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS.

#### OBJECTIVE 3.1

#### CONTRIBUTION OF SPECIAL NEEDS STUDENTS TO OVERALL GRADUATION & QUALIFICATION RATE

BASELINE YEAR: 2011-2012 / TARGET: 10.0%/ SOURCE: Data extracted from GPI.

	2011-2012		2017 Target	
	Registered	Graduated or Qualified		
Number of Secondary V Students Registered as of Sept. 30th)	342	285		
Number of Secondary V Students Registered with Special Needs	34	24		
Number of Students Registered in WOTP-1 (Semi-Skilled)	10	8		
Number of Students Registered in WOTP 3-3 (Pre-Work )	5	4		
Number of Students Registered in Challenges (1000 hrs.+)	0	0		
<b>TOTAL</b>	357	36/357		
		<b>10.1 %</b>	<b>Maintain</b>	<b>10 %</b>

# CURRENT STATISTICS:

## STRATEGIC DIRECTION 3

### IMPROVE PERSEVERANCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS.

#### OBJECTIVE 3.2

#### PERCENTAGE OF GRADE SIX STUDENTS WITH SPECIAL NEEDS PASSING ELA, MATH & FRENCH PROGRAMS

BASELINE YEAR: 2011-2012/ TARGETS: as indicated below /SOURCE: Data extracted from GPI.

		2011-2012		2017 Targets
		Number	Percentage Successful	Percentage Successful
Number of Grade Six Students with Special Needs		66		
Number of Grade Six Students with Special Needs Passing:				
	ELA	54/66	81.8 %	84.8%
	Mathematics	42/66	63.6 %	66.6%
	Français, l.s.-Immersion	47/49	95.9 %	Maintain
	Français, l.s.-Base	12/17	70.6 %	73.6%

#### OBJECTIVE 3.3

#### PERCENTAGE OF STUDENTS WITH SPECIAL NEEDS AT THE SECONDARY LEVEL STAYING IN SCHOOL

BASELINE YEAR: 2011-2012/ TARGETS: as indicated below /SOURCE: Data extracted from GPI.

	2011-2012	TARGET 2017
The percentage of Secondary II students with special needs registered on September 30th of a given year	17.3 %	
The percentage of the above students registered with the School Board <u>the following year</u>	89.5 %	Maintain 90.0 %
The percentage of Secondary III students with special needs registered on September 30th of a given year	25.0%	
The percentage of the above students registered with the School Board <u>the following year</u>	69.1%	75.0%
The percentage of Secondary IV students with special needs registered on September 30th of a given year	12.8%	
The percentage of the above students registered with the School Board <u>the following year</u>	83.7%	90.0%
The percentage of Secondary V students with special needs registered on September 30th of a given year	6.3%	
The percentage of the above students registered with the School Board <u>the following year</u>	9.5%	Between 5 %-10.0 %

# CURRENT STATISTICS:

## STRATEGIC DIRECTION 4

### ENSURE SAFE LEARNING ENVIRONMENTS AND HEALTHY LIVING

#### OBJECTIVE 4.1. - ELEMENTARY AND SECONDARY

PERCENTAGE OF STUDENTS WITH HEALTHY EATING HABITS (THAT MEET OR NEARLY MEET CANADA'S FOOD GUIDE RECOMMENDATIONS\*).

**ELEMENTARY LEVEL (Grades 4 – 6)**  
**BASELINE:** 51.0%/ **TARGET:** 55.0%/ **SOURCE:** Tell Them From Me + Survey

	2011-2012	2012-2013	2017 Target
Percentage of students who report healthy eating habits at grades 4-6	51.0 %		55.0 %

**SECONDARY LEVEL**  
**BASELINE:** 45.0%/ **TARGET:** 50.0%/ **SOURCE:** Tell Them From Me + Survey

	2011-2012	2012-2013	2017 Target
Percentage of students who report healthy eating habits at all secondary levels	45.0 %		50.0 %

#### PERCENTAGE OF STUDENTS REPORTING LEVELS OF PHYSICAL ACTIVITY-ELEMENTARY

**ELEMENTARY LEVEL (Grades 4 – 6)**  
**BASELINE:** 1.3 hours/day **TARGET:** 1.5.hours/day **SOURCE:** Tell Them From Me + Survey

	2012-2013	2013-2014	2017 Target
Average time students report spending on moderate physical activities at grades 4 – 6	1.3 hrs		1.5 hrs

**SECONDARY LEVEL**  
**BASELINE:** 0.9 hours/day **TARGET:** 1.0 hours/day **SOURCE:** Tell Them From Me + Survey

	2011-2012	2012-2013	2017 Target
Average time students report spending on moderate physical activities at all secondary levels	0.9 hrs		1.0 hrs



# CURRENT STATISTICS:

## STRATEGIC DIRECTION 4

### ENSURE SAFE LEARNING ENVIRONMENTS AND HEALTHY LIVING

#### OBJECTIVE 4.2. – ELEMENTARY AND SECONDARY

PERCENTAGE OF STUDENTS WHO REPORT BEING VICTIMS OF BULLYING/  
PERCENTAGE OF STUDENTS WHO REPORT FEELING SAFE ATTENDING SCHOOL

<b>ELEMENTARY LEVEL (grades 4-6)</b>			
<b>BASELINE: 20.0%/TARGET: 15.0%/ SOURCE: Tell Them From Me + Survey</b>			
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2017 Target</b>
Percentage of students who report being victims of moderate to severe bullying at elementary grades 4- 6	20.0 %		<b>15.0 %</b>
Percentage of students who report feeling safe attending school at elementary grades 4 – 6	88.0 %		<b>93.0 %</b>

<b>SECONDARY LEVEL</b>			
<b>BASELINE: 16.0%/TARGET: 11.0%/ Source: Tell Them From Me + Survey</b>			
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2017 Target</b>
Percentage of students who report being victims of moderate to severe bullying at all secondary levels	16.0 %		<b>11.0 %</b>
Percentage of students who report feeling safe attending school at all levels	88.0		<b>93.0 %</b>

NUMBER OF STUDENTS REPORTED IN REGISTRY OF SUSPENSIONS FOR BULLYING AND VIOLENCE

<b>ELEMENTARY LEVEL</b>			
<b>BASELINE: to be determined/TARGET: to be determined/ SOURCE: CQSB Registry of Suspensions</b>			
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2017 Target</b>
Percentage of students reported in Registry all elementary levels	Baseline year		<b>T.B.D.</b>
Total Percentage of elementary students:			
Percentage of students of recorded in Registry	Baseline year		<b>T.B.D.</b>

<b>SECONDARY LEVEL</b>			
<b>BASELINE: to be determined/TARGET: to be determined/ SOURCE: CQSB Registry of Suspensions</b>			
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2017 Target</b>
Percentage of students reported in Registry all Secondary levels	Baseline year		<b>T.B.D.</b>
Total Percentage of secondary students:			
Percentage of students of recorded in Registry	Baseline year		<b>T.B.D.</b>

\* **TBD: TO BE DETERMINED.**

# CURRENT STATISTICS:

## STRATEGIC DIRECTION 4

### ENSURE SAFE LEARNING ENVIRONMENTS AND HEALTHY LIVING

#### OBJECTIVE 4.3. - ELEMENTARY

##### PERCENTAGE OF STUDENTS WHO HAVE BEEN INVOLVED IN ALCOHOL OR DRUG RELATED ISSUES AT SCHOOL/ ELEMENTARY GRADES 5 AND 6

ELEMENTARY LEVEL			
BASELINE: to be determined/TARGET: to be determined/ SOURCE: Local Data Collection			
	2012-2013	2013-2014	2017 Target
Percentage of students caught using alcohol or drugs at the grades 5 and 6	Baseline year		T.B.D.
Cohort			
Percentage of students caught using alcohol or drugs	Baseline year		T.B.D.

\* TBD: TO BE DETERMINED.

##### PERCENTAGE OF STUDENTS WHO REPORT USING ALCOHOL MORE THAN ONCE A WEEK – ELEMENTARY GRADES 5 AND 6

ELEMENTARY LEVEL			
BASELINE: to be determined/TARGET: to be determined/ SOURCE: Tell Them From Me + Survey			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using alcohol or drugs more than once a week at grades 5 and 6	Baseline year		T.B.D.
Cohort			
Percentage of students who report using alcohol or drugs more than once a week	Baseline year		T.B.D.

\* TBD: TO BE DETERMINED.

##### PERCENTAGE OF STUDENTS WHO REPORT USING DRUGS MORE THAN ONCE A WEEK – ELEMENTARY GRADES 5 & 6

ELEMENTARY LEVEL			
BASELINE: to be determined/TARGET: to be determined/ SOURCE: Tell Them From Me + Survey			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using alcohol or drugs more than once a week at Grades 5 and 6:	Baseline year		T.B.D.
Cohort			
Percentage of students who report using alcohol or drugs more than once a week	Baseline year		T.B.D.

\* TBD: TO BE DETERMINED.

# CURRENT STATISTICS:

## STRATEGIC DIRECTION 4

### ENSURE SAFE LEARNING ENVIRONMENTS AND HEALTHY LIVING

#### OBJECTIVE 4.3. – SECONDARY

#### PERCENTAGE OF STUDENTS WHO HAVE BEEN INVOLVED IN ALCOHOL OR DRUG RELATED ISSUES AT SCHOOL - SECONDARY LEVEL

SECONDARY LEVEL			
BASELINE: to be determined/TARGET: to be determined/ SOURCE: Local Data Collection			
Source: CQSB			
Target:			
	2012-2013	2013-2014	2017 Target
Percentage of students caught using alcohol or drugs at the secondary levels	Baseline year		T.B.D.
<b>Cohort</b>			
Percentage of students caught using alcohol or drugs	Baseline year		T.B.D.

\* TBD: TO BE DETERMINED.

#### NUMBER OF STUDENTS WHO REPORT USING ALCOHOL MORE THAN ONCE A WEEK – SECONDARY LEVEL

SECONDARY LEVEL			
BASELINE: to be determined/TARGET: to be determined/ SOURCE: Tell Them From Me + Survey			
Source: TTFM+ Survey			
Target:			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using alcohol or drugs more than once a week at secondary levels	Baseline year		T.B.D.
<b>Cohort</b>			
Percentage of students who report using alcohol or drugs more than once a week	Baseline year		T.B.D.

#### NUMBER OF STUDENTS WHO REPORT USING DRUGS MORE THAN ONCE A WEEK – SECONDARY LEVEL

SECONDARY LEVEL			
BASELINE: to be determined/TARGET: to be determined/ SOURCE: Tell Them From Me + Survey			
Baseline: Source: TTFM+ Survey			
Target: to be determined			
	2012-2013	2013-2014	2017 Target
Percentage of students who report using alcohol or drugs more than once a week at secondary levels	Baseline year		T.B.D.
<b>Cohort</b>			
Percentage of students who report using alcohol or drugs more than once a week	Baseline year		T.B.D.

\* TBD: TO BE DETERMINED.



# ASSESSMENT OF THE CURRENT SITUATION

The Central Québec School Board is responsible for offering educational services to nineteen buildings; eight elementary schools, four secondary schools, six combined elementary/ secondary schools, and one adult and vocational education centre. CQSB is also the fiduciary board for Jimmy Sandy Memorial School in Kawawachikamach.

While our geographical territory is the largest in the province, our student numbers place Central Quebec School Board among one of the smallest. There are times when being small can be an advantage; our instructional staff has unprecedented access to senior management at the Board level from the Commissioners, who are positive and supportive, to Directors, as well as school teams. There is a culture of shared leadership. In the French sector, seventeen school boards serve the same territory.

Three of our schools are located in low socio-economic areas and as a result are designated New Approaches, New Solutions (NANS) schools. They receive additional funding to finance educational activities designed to build sustainable changes in classroom practice leading to increased student engagement and success.

Three schools; La Tuque High School, Québec High School, and Portneuf Elementary School maintain



Community Learning Centres. In conjunction with the Minister of Education these three schools are involved in building partnerships that provide a range of services and activities, often beyond the school day, to help meet the needs of learners, their families, and the wider community.

## STRENGTHS



Central Québec School Board has an enormous sense of community. Because of our Anglophone heritage and our pride in our culture, the staff of CQSB possesses a dedication with the singular purpose of ensuring educational success for all students. From the moment that new teachers arrive at Central Québec, they benefit from a comprehensive Induction program. This is their introduction to the strong culture of professional development that is central to our history of strong academic performance.

# ASSESSMENT OF THE CURRENT SITUATION

CQSB is an inclusive Board where diversity is not just accepted, it is celebrated. The Complementary Services staff and the Board Parity Committee organize and ensure appropriate services for our special needs students.

Innovative leadership promotes the use of technology across the curriculum. There is an emphasis on the marriage between the technology itself and pedagogy. Students and staff alike are learning about digital citizenship in the 21<sup>st</sup> century.

## CHALLENGES

Being small in numbers, yet large in territory does bring with it its own set of challenges. In an attempt to bring a complete set of academic options to our students it is not always easy to justify the required spending. In this day of increased accountability everyone is being asked to do more with less.



Over the last five years the enrolment at CQSB has diminished by approximately



7.6%. Although the projected enrolment is relatively stable, it remains a challenge to maintain the numbers at the secondary level. Often when faced

with a choice between attending a larger Francophone school in their neighbourhood that can offer more options or a long bus ride to an Anglophone school with fewer options, parents are increasingly selecting the former.

The overwhelming majority of our students are francophone (95+%) which poses a challenge due to the fact that our schools follow the MELS mother-tongue English Language Arts program from grade 1 to secondary V. Despite this, our students meet with success in mastering the program by the time they graduate.

## OPPORTUNITIES

Central Québec School Board is one of nine Anglophone boards in the province. We have a rich opportunity to network with our colleagues from across the province; our shared purpose to provide quality services to our students provides us with unique opportunities to share resources and ideas. The participation of our personnel on the D.E.E.N. tables allows us to participate fully in current issues surrounding English education in the province.

# THE PROCESS

The 2013-2017 Strategic Plan replaces the 2009-2013 Central Québec School Board (CQSB) Strategic Plan. Because the CQSB Strategic Plan is now intricately linked with the MELS/CQSB Partnership Agreement (\*), it was deemed essential that the CQSB Educational Services team – the key driver of the MELS/CQSB Partnership Agreement at the Central Québec School Board – play a key role in the development of the educational goals of the 2013-2017 CQSB Strategic Plan.

From January to March 2013, the Educational Sub-Committee and the Administrative sub-Committee carefully considered the extensive data that CQSB had been gathering for the past several years and as a consequence, selected those previous strategic plan objectives to be maintained, and those which were to be eliminated. Both committees also added new strategies, based on any indicators suggested by the data over the past three years.

Following the presentation of a first draft to the Steering Committee on April 4<sup>th</sup>, the **2013-2017 CQSB Strategic Plan** was adopted in principle at the April 12<sup>th</sup> Council of Commissioners meeting and launched for a final consultation process. Personnel from all schools and centre were given an opportunity to provide feedback on the draft document. CQSB also invited governing boards, parent committees, unions, associations and the Special Needs Advisory Committee to provide their comments and suggestions. Once all feedback was taken into account, the final draft was adopted by the Council of Commissioners on June 12<sup>th</sup> and sent to the Minister for the June 30<sup>th</sup> deadline.

(\*) The Partnership Agreement is the main catalyst responsible for the shift to results-based management. Each school board in the province signed its first agreement with the *ministère de l'Éducation, du loisir et du sport* (MELS) in 2009. The agreement focuses on five goals, the first of which involves increasing the overall success rate in the province and reducing the number of drop-outs for students under age 20, by the year 2020.

## THE STEERING COMMITTEE

Composed of members of the Council of Commissioners, the role of the Steering Committee was to:

- ensure that all compulsory elements of the 2013-2017 CQSB Strategic Plan were included;
- ensure overall coherency;
- ensure that the CQSB mission, vision and beliefs continued to be upheld.

## THE ADMINISTRATIVE SUB-COMMITTEE

Composed of directors of service from the Administrative Council, the role of the Administrative Sub-Committee was to:

- propose objectives, targets, indicators, strategies, timeline and person(s) responsible for Strategic Directions 6 and 7;
- add further objectives if deemed necessary;
- streamline/ update existing objectives;
- ensure that strategies were based on SMART goals (Specific, Measurable, Attainable, Realistic and Timely).

## THE EDUCATIONAL SUB-COMMITTEE

Composed of the coordinator of Educational Services, the consultants and directors of Instructional and Complementary Educational Services, the role of the Educational Sub-Committee was to:

- propose objectives, targets, indicators, strategies, timeline and person(s) responsible for the first five Strategic Directions;
- ensure that the Strategic Directions included CQSB goals and MELS Partnership Agreement (PA) requirements;
- streamline/ update existing objectives;
- ensure that strategies were based on SMART goals;
- ensure that all strategies were elaborated in relation to current data;
- ensure that previous commitments (2010-2011 and 2011-2012 Annual Reports) to the Minister were taken into account.

# STRATEGIC PLAN: OVERVIEW

## STRATEGIC DIRECTION 1

### IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

- 1.1 To increase the graduation and qualification rate of students under the age of 20;
- 1.2 To reduce the number of leavers without diploma or qualification at the secondary level;
- 1.3 To increase the rate of success on literacy/numeracy assessments at all elementary levels.

## STRATEGIC DIRECTION 2

### IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

- 2.1 To increase the success rate of students in the reading competency (response) in Elementary end-of-cycle evaluations;
- 2.2 To increase the success rate of students in the writing competency in Elementary grade 2 evaluation;
- 2.3 To improve the level of achievement in reading response and writing production at the secondary level;
- 2.4 To maintain the success rate of students in grade 4 and grade 6 for Français, langue seconde-Programme d'immersion on end-of-year evaluations;
- 2.5 To maintain the overall present success rate on the Français, langue seconde-Programme de base- Secondary 5 MELS Uniform Examinations;
- 2.6 To increase the success rate in writing production at the Secondary II level for Français, langue seconde – Programme enrichi on the end-of-year evaluation;
- 2.7 To maintain the success rate at the Secondary V level for Français, langue seconde – Programme enrichi on the MELS Complementary Examinations;
- 2.8 To maintain the success rate at the Secondary II level for Français, langue d'enseignement on the MELS Compulsory Examination-Volet écriture
- 2.9 To maintain the success rate of students on the Français, langue d'enseignement-Secondary V MELS Uniform Examination-Volet écriture;

## STRATEGIC DIRECTION 3

### IMPROVE PERSEVERANCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS

- 3.1 To maintain qualification and graduation rates of students with special needs;
- 3.2 To increase the percentage of Grade 6 students with special needs who succeed in ELA, Math, and French programs;
- 3.3 To increase the percentage of secondary students with special needs who persevere with their studies.

## STRATEGIC DIRECTION 4

### ENSURE HEALTHY LIVING & SAFE LEARNING ENVIRONMENTS

- 4.1 To instill in students the importance of physical activity and healthy eating habits;
- 4.2 To reduce the number of incidences of violence and bullying in schools and centre;
- 4.3 To reduce the number of students consuming drugs and/or alcohol.

## STRATEGIC DIRECTION 5

### INCREASE THE NUMBER OF STUDENTS UNDER AGE 20 IN VOCATIONAL-EDUCATION

- 5.1. To ensure that students are aware of vocational-education options.

## STRATEGIC DIRECTION 6

### ENSURE SOUND ETHICAL LEADERSHIP, MANAGEMENT AND GOVERNANCE PRACTICE

- 6.1. To ensure collaboration with the Council of Commissioners in order to provide the necessary information for making informed decisions;
- 6.2. To improve accountability;
- 6.3. To ensure organizational effectiveness while taking into consideration the most effective use of information and communications technologies to streamline certain processes.

## STRATEGIC DIRECTION 7

### ENSURE VISIBILITY WITHIN THE COMMUNITY BY FOSTERING INTERNAL COLLABORATION AND CREATING EXTERNAL PARTNERSHIPS

- 7.1. To continue to support the schools and centre in their endeavours to develop greater community involvement;
- 7.2. To continue the development and ensure the implementation of the CQSB Communication Plan.

NOTE: the first five orientations correspond with current MELS partnership Agreement objectives

# STRATEGIC DIRECTION 1

## IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS

### BACKGROUND

The Central Quebec School Board (CQSB) has continued to maintain strong rates of success for its students. Although results do vary from year to year, the trending success rate for the seven year cohort is in the range of 80%. The results are indicative of an evidence-based orientation and a culture of professional development that have focused on specific areas where improvement is needed.

Most of the schools at Central Québec have embraced the Professional Learning Community (PLC) model with the explicit support of the Board, and data teams are an integral part of the process. Over the lifetime of the 2009-2013 Central Québec School Board (CQSB) Strategic Plan, CQSB continued to expand and refine its capacity to collect and analyze data. The CQSB Data Team in conjunction with Educational Services implemented a two-year plan to train school teams in the analysis of their data.

### WHAT THE DATA SUGGESTS:

The overall success rate continues to place the Board on track to reach the goal of 85% for graduation and certification by 2017.

The data further indicates that not all schools are contributing to the overall rate in the same fashion. Analysis of the results will enable Educational Services to suggest targeted interventions with these schools as outlined in strategies relating to each objective.

### OVERALL STRATEGIC DIRECTION:

Over the timeline of the 2013-2017 CQSB Strategic Plan Educational Services will continue to collect and monitor data that will permit data-driven decision making both at the Board and school levels. Several innovative elements key to meeting the targets to Strategic Direction 1 are:

- A focus on early childhood education by maintaining a committee to set objectives, indicators and strategies to support early-childhood development in the areas of literacy and numeracy.
- Expanded & specific targets for elementary levels;
- Implementation of LUMIX and dashboards for schools
- Support for school teams in developing the PLC model.

# STRATEGIC DIRECTION 1

IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<p><b>OBJECTIVE 1.1</b> Increase graduation or qualification rates before the age of 20</p>	<p>To increase the graduation rate of students under the age of 20 from 81.6% to 85.0% by 2017.</p> <p>To maintain the following success rates of students on the math options examinations in secondary IV:</p> <ul style="list-style-type: none"> <li>- CST (Cultural and Scientific) at 83.8%.</li> <li>- SN (Science) at +90.0%</li> <li>- T&amp;S (Technical &amp; Scientific) at +85.0%</li> </ul> <p>To increase the success rate of students on the History &amp; Citizenship Education Secondary IV MELS Uniform Examination from 81.3% to 83.0% by 2017.</p> <p>To increase the success rate of students on secondary IV MELS Uniform Examinations for:</p> <ul style="list-style-type: none"> <li>- Science and Technology from 81.0% to 83.0% by 2017;</li> <li>- Applied Science and Technology from 66.7% to 70.0% by 2017.</li> </ul>	<p>The success rate on the MELS Uniform Examinations</p>	<p>The strategies found here relate specifically to the Objectives found in the Strategic Plan. Strategies that are targeting goals in the Partnership Agreement will be found in the 2013-2017 CQSB Partnership Agreement.</p> <ul style="list-style-type: none"> <li>• All schools and centre will have an active data team;</li> <li>• The Board will provide training to all school data teams in the use of LUMIX dashboards to retrieve and analyze term results;</li> <li>• The Board will establish an action plan to support teachers with an understanding of the evaluation tool in History &amp; Citizenship Education at the secondary IV level;</li> <li>• The Board will develop an action plan for social sciences to support teachers with evaluation at the elementary levels (grades 3 to 6) and secondary levels (secondary 1, 2 and 3);</li> <li>• All Management and Educational Success Agreement (MESA) strategies will be based on SMART goals (specific, measurable, attainable, realistic and timely);</li> <li>• All schools and centre will analyse existing data on the success rates of boys and girls, and will focus on strategies to improve results.</li> </ul>	<p>June 2017</p> <p>June 2017</p> <p>June 2017</p>	<p>The Directors of Educational Services</p>
<p><b>OBJECTIVE 1.2</b> Reduce the percentage of leavers without diploma or qualification at the secondary level</p>	<p>To reduce the percentage of leavers without diploma or qualification at the secondary level by 4 (0.7 5) percent by 2017</p>	<p>The percentage of drop outs (based on MELS data)</p> <p>CQSB data</p>	<ul style="list-style-type: none"> <li>• All schools and centre will track school leavers to determine if they have continued with their education out of province;</li> <li>• All schools and centre will track drop-outs to determine the reasons for their departure;</li> <li>• Schools will identify those students at risk of dropping out and will employ appropriate actions.</li> </ul>	<p>June 2017</p> <p>June 2017</p> <p>June 2017</p>	<p>The Directors of Educational Services</p>

# STRATEGIC DIRECTION 1 *(continued)*

IMPROVE RATES OF STUDENT RETENTION AND ACADEMIC SUCCESS					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<p><b>OBJECTIVE 1.3.</b> Increase the rate of success on literacy(*) / numeracy assessments at all elementary levels</p> <p><i>(*) in order to avoid redundancy, all targets, indicators and strategies relating to literacy can be found in Strategic Direction 2.</i></p>	<p>To increase the success rate of students in grade 6 Mathematics from 79.1% to 82.1% by June 2017</p> <p>To increase the success rate of students in grade 4 Mathematics from 81.7% to 84.7% by June 2017</p> <p>To increase the success rate of students in grade 2 Mathematics from 79.2% to 82.2% by June 2017</p>	<p>Success rate on the MELS end-of-cycle evaluations in Math and ELA.</p> <p>CQSB end-of-cycle results</p>	<p>The strategies found here relate specifically to the objectives found in the Strategic Plan. Strategies that are targeting goals in the Partnership Agreement will be found in the 2013-2017 CQSB Partnership Agreement.</p> <ul style="list-style-type: none"> <li>• Educational Services will focus efforts on schools with a success rate of less than 70.0%;</li> <li>• Provide all new teachers with pedagogical support to better ensure an understanding of mathematical concepts, evaluations and planning;</li> <li>• Ensure that NANS schools use a minimum of 80% of their funding to develop and sustain literacy and numeracy strategies.</li> </ul>	<p>June 2017</p>	<p>The Directors of Educational Services.</p>

# STRATEGIC DIRECTION 2

## IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH

### BACKGROUND

The majority of students at the Central Québec School Board leave our schools highly proficient in English and French. The English Language Arts (ELA) program is a mother-tongue program offered at elementary and secondary levels. With regard to French instruction, all students at the elementary level are registered in *Français, langue seconde-Programme de base* or *immersion*. At the secondary level, students are either registered in *Français, langue d'enseignement* or in *Français, langue seconde-Programme de base* or *enrichi*. Given the commitment of CQSB to offer this choice in programs, CQSB students are able to pursue their studies in English or in French at CEGEP or university.

### WHAT THE DATA SUGGESTS

The data indicates a continued trend of students performing at a high level in languages. In *Français, langue d'enseignement* at the secondary V level the success rate has improved from 88.4% in 2007-2008 to 98.3% in 2011-2012. The success rate for English Language Arts in secondary V has consistently

been on average above 95%. At the elementary level the data for French reflects a high level of proficiency. Given the high percentage of Francophone students, this is to be expected. Elementary ELA statistics show that students are doing better at Writing Production than Reading Response.

### OVERALL STRATEGIC DIRECTION:

Over the lifetime of the Strategic Plan CQSB will expand its collection and analysis of data in order to assist schools to increase student success. In English Language Arts reading response will be the focus in the short term, and in French the focus will be on written production. In both domains, efforts will be made to increase the overall group averages of our students given the fact that success rates are already high.

- Efforts will be made to assist schools whose results are below 70.0%;
- Efforts will be made to work to promote quality library services in our schools.



# STRATEGIC DIRECTION 2

IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<b>ENGLISH, LANGUAGE OF INSTRUCTION - ELEMENTARY</b>					
<b>OBJECTIVE 2.1:</b> To increase the success rate of students in the reading competency (response) in Elementary end-of-cycle evaluations	<ul style="list-style-type: none"> <li>To increase the overall reading response in grade 2 end of cycle evaluation from 69.0 % to 71.0%</li> <li>To increase the overall reading response in grade 4 end of cycle evaluation from 74.5 to 76.5</li> <li>To increase the overall reading response in the grade 6 year-end MELS Uniform Examination from 74.6 to 76.6</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Results on the end of grade 2 and grade 4 Evaluations</li> <li>Reading Response results on the grade 6 MELS Uniform Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Educational Services will provide pedagogical support to schools with a group average mark of less than 70.0%.</li> <li>Educational Services will provide pedagogical support to grade 6 elementary Teachers in the area of vocabulary development;</li> <li>Provide documentation technicians with support on making available quality resources in-line with Educational Services reading goals and specific school needs;</li> <li>Provide documentation technicians with support on how to establish quality library services that caters to the needs of the Board's and school's objectives.</li> </ul>	June 2017	The Directors of Educational Services
<b>OBJECTIVE 2.2:</b> To increase the success rate of students in the writing competency in Elementary End-of-grade 2 evaluation	<ul style="list-style-type: none"> <li>To increase the overall writing production competency in grade 2 from 79.6 to 81.6</li> <li>To maintain the success rate of students in elementary grade 4 ELA writing production competency from 87.9% to 89.9% by June 2017</li> <li>To maintain the success rate of students in Elementary grade 6 ELA writing production competency at 90.0% to June 2017</li> </ul>	<ul style="list-style-type: none"> <li>Writing results on the grade 2 year-end Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Provide assistance to schools with a group average mark of less than 70.0%;</li> <li>Provide pedagogical support to grade 2 teachers in the area of vocabulary development.</li> </ul>	June 2017	The Directors of Educational Services
<b>ENGLISH, LANGUAGE OF INSTRUCTION - SECONDARY</b>					
<b>OBJECTIVE 2.3:</b> To improve the level of achievement in reading response and writing production at the secondary level.	<ul style="list-style-type: none"> <li>To establish baselines and group average targets for increasing the success rate for secondary II</li> <li>To establish baselines and targets for increasing the success rate for secondary III</li> <li>To maintain the overall present success rate (96.0%) on the English Language Arts (ELA) secondary V MELS Uniform Examinations.</li> <li>To increase the group average mark on the English Language Arts (ELA) secondary V MELS Examinations from 76.5% to 78.3% by June 2017.</li> </ul>	<ul style="list-style-type: none"> <li>ELA results on secondary II and secondary III evaluations</li> <li>Results on secondary V ELA MELS Uniform Examinations</li> </ul>	<ul style="list-style-type: none"> <li>To establish baselines and targets with the CQSB data team based on data from 2012 and 2013</li> <li>provide assistance to schools with a group average mark of less than 70.0%</li> <li>To provide pedagogical support to ELA teachers in the area of reading.</li> <li>Provide documentation technicians with support on making available quality resources in-line with ed. services reading goals and specific school needs</li> <li>Provide documentation technicians with support on how to establish quality library services that caters to the needs of the board's and school's objectives</li> </ul>	October 2013  June 2017	The Directors of Educational Services

## STRATEGIC DIRECTION 2 (continued)

IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<b>FRANÇAIS, LANGUE SECONDE-Programme d'immersion-ELEMENTARY</b>					
<b>OBJECTIVE 2.4:</b> To maintain the success rate of students in grade 4 and grade 6 for <i>Français, langue seconde-Programme d'immersion</i> on end-of-year evaluations.	<ul style="list-style-type: none"> <li>To maintain the overall success rate of grade 4 students in <i>Français, langue seconde-immersion</i> end-of-year evaluations at 95.9%.</li> <li>To maintain the overall success rate of grade 6 students in <i>Français, langue seconde-immersion</i> end-of-year evaluations at 93.9%.</li> </ul>	<ul style="list-style-type: none"> <li>Results on grade 4 CQSB mandated evaluations.</li> <li>Results on grade 6 CQSB mandated evaluations.</li> </ul>	The strategies found here relate specifically to the Objectives found in the Strategic Plan. Strategies that are targeting goals in the Partnership Agreement will be found in the 2013-2017 CQSB Partnership Agreement. <ul style="list-style-type: none"> <li>The CQSB will provide assistance to all schools with a group average mark of less than 75.0%;</li> <li>All elementary schools meeting the target success rate will focus on increasing their students' average marks.</li> </ul>	June 2017	The Directors of Educational Services
<b>FRANÇAIS, LANGUE SECONDE-Programme de base -SECONDARY</b>					
<b>OBJECTIVE 2.5:</b> To maintain the overall present success rate on the <i>Français, langue seconde-Programme de base-secondary V MELS Uniform Examinations</i> .	<ul style="list-style-type: none"> <li>To maintain the overall success rate on the <i>Français, langue seconde de basesecndary V MELS Uniform Examinations</i> at 95.0%.</li> <li>To maintain the overall average mark on the <i>Français, langue seconde secondary V MELS Uniform Examinations</i> at 85.0%</li> </ul>	<ul style="list-style-type: none"> <li>Results on secondary V MELS Uniform Examinations</li> </ul>	<ul style="list-style-type: none"> <li>All secondary schools with a high success rate will focus on increasing their students' average marks;</li> <li>The CQSB will provide assistance to all schools with a group average mark of less than 75.0%.</li> </ul>	June 2017	The Directors of Educational Services
<b>FRANÇAIS, LANGUE SECONDE-Programme enrichi -SECONDARY</b>					
<b>OBJECTIVE 2.6:</b> To increase the success rate in writing production at the secondary II level for <i>Français,, langue seconde - Programme enrichi</i> on the end-of-year evaluation.	<ul style="list-style-type: none"> <li>To increase the success rate in writing production for secondary II students in the <i>Français, langue seconde - Programme enrichi</i> end-of-year evaluations from 91.8 % to 94.0%.</li> </ul>	<ul style="list-style-type: none"> <li>Results on secondary II FLS-Enrichi CQSB Mandated Evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>The CQSB will provide assistance to all schools with a group average mark of less than 75.0%;</li> <li>All secondary schools meeting the target success rate will focus on increasing their students' average marks;</li> </ul>	June 2017	The Directors of Educational Services
<b>OBJECTIVE 2.7:</b> To maintain the success rate at the secondary V level for <i>Français, langue seconde - Programme enrichi</i> on the MELS Complementary Examinations.	<ul style="list-style-type: none"> <li>To maintain the success rate of students on the <i>Français, langue seconde - Programme enrichi secondary V MELS Complementary Examinations</i> at 95.0% by June 2013.</li> </ul>	<ul style="list-style-type: none"> <li>Results on secondary V MELS Complementary Examinations</li> </ul>	<ul style="list-style-type: none"> <li>The CQSB will provide assistance to all schools with an average mark of less than 75.0%;</li> <li>All secondary schools meeting the target success rate will focus on increasing their students' average marks.</li> </ul>	June 2017	The Directors of Educational Services

## STRATEGIC DIRECTION 2 (continued)

IMPROVE THE MASTERY OF ENGLISH LANGUAGE ARTS AND THE QUALITY OF FRENCH					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<b>FRANÇAIS LANGUE D'ENSEIGNEMENT-SECONDARY</b>					
<b>OBJECTIVE 2.8:</b> To maintain the success rate at the secondary II level for <i>Français, langue d'enseignement</i> on the MELS Compulsory Examination-Volet écriture	<ul style="list-style-type: none"> <li>To maintain the success rate of secondary II students on the <i>Français, langue d'enseignement</i> MELS Compulsory Examination at 89.7 % by June 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Results on secondary II FLE MELS Compulsory Examinations.</li> </ul>	<ul style="list-style-type: none"> <li>All secondary schools meeting the target success rate will focus on increasing their students' average marks;</li> <li>The CQSB will provide assistance to all schools with a group average mark of less than 75.0%.</li> </ul>	June 2017	The Directors of Educational Services
<b>OBJECTIVE 2.9:</b> To maintain the success rate of students on the <i>Français, langue d'enseignement</i> -secondary V MELS Uniform Examination-Volet écriture	<ul style="list-style-type: none"> <li>To maintain the target success rate of students on the <i>Français, langue d'enseignement</i> secondary V MELS Uniform Examination at 90.0%.</li> <li>To maintain the target group average mark of the <i>Français, langue d'enseignement</i> secondary V MELS Uniform Examination, volet écriture at 80.0%.</li> </ul>	<ul style="list-style-type: none"> <li>Results on secondary V MELS FLE Uniform Examination.</li> </ul>	<ul style="list-style-type: none"> <li>The CQSB will provide assistance to all schools with an group average mark of less than 75.0%;</li> <li>All secondary schools meeting the target success rate will focus on increasing their students' average marks;</li> </ul>	June 2017	The Directors of Educational Services

# STRATEGIC DIRECTION 3

## PERSEVERANCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS

### BACKGROUND

The Central Québec School Board has always organized its services for students with special needs around its deep belief in inclusion. All services offered to students and teachers are aimed at supporting school teams with the inclusion of all students within the regular classroom setting, while maintaining individual learning goals. The number of CQSB students identified as having special needs has continued to grow. In 2012-2013, 396 of our students were classified as special needs; 127 of these were classified as handicapped. The number of students identified as being at-risk, or as having learning or behavioral difficulties, as per the definitions found within the Teachers' Collective Agreement, has also grown. This increase has led to a renewed look at how the CQSB can provide appropriate services to these students as resources become more limited.

### WHAT THE DATA SUGGESTS

As the graduation rate for the School Board is quite high, many of the students with special needs have also been

successful. Our latest statistics indicate that these students increased our graduation and qualification rate by 10.0%. The data also indicates that most of our elementary students are successful in the three core subject areas- English Language Arts, Mathematics and French.

### OVERALL STRATEGIC DIRECTION

In order to continue tracking progress for Strategic Direction 3, targets have been set and strategies will be implemented for the 2013-2017 span. The goal for the next four years is to clearly identify students with special needs and ensure that the appropriate programs are available to them. With an increased focus on ensuring the right program placement for each of our students, we hope to increase the number of students with special needs who earn their certification or qualification. The Board and school teams will also focus on providing appropriate resources and technology for students with special needs. The basic philosophy of the Board continues to be based on the inclusion model, and services and training will be focused on improving success of all our students with special needs.

# STRATEGIC DIRECTION 3 (continued)

IMPROVE PERSISTENCE AND SUCCESS OF STUDENTS WITH SPECIAL NEEDS					
OBJECTIVES	TARGETS	INDICATORS	2013-2017 STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<p><b>OBJECTIVE 3.1:</b> To maintain qualification and graduation rates of students with special needs.</p>	<ul style="list-style-type: none"> <li>To maintain the contribution of special needs students at 10.0% of the overall board graduation or qualification rate, by 2017</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students with special needs contributing to the overall board graduation or qualification rate. (data to be collected at the CQSB)</li> </ul>	<p>The strategies found here relate specifically to the objectives found in the Strategic Plan. Strategies that are targeting goals in the Partnership Agreement will be found in the 2013-2017 CQSB Partnership Agreement.</p> <ul style="list-style-type: none"> <li>To provide training and support for regular classroom teachers and resource teachers in best teaching practices for students with special needs;</li> <li>To increase the number of schools offering the Work-Oriented Training Program (WOTP) program;</li> <li>To increase the number of schools offering students with moderate to severe intellectual disabilities, access to the Challenges program.</li> </ul>	June 2017	The Director of Complementary Educational Services
<p><b>OBJECTIVE 3.2:</b> To increase the percentage of grade 6 students with special needs who succeed in ELA, Math, and French programs.</p>	<ul style="list-style-type: none"> <li>To increase the percentage of students with special needs who succeed in the grade 6 ELA program from 81.8 % to 84.8%.</li> <li>To increase the percentage of students with special needs who succeed in the grade 6 <i>Français, langue seconde-programme de base</i> from 70.6 % to 73.6%.</li> <li>To maintain the percentage of special needs students who succeed in the grade 6 <i>Français, langue seconde-programme d'immersion</i> at 95.9 %.</li> <li>To increase the percentage of students with special needs who succeed in the grade 6 Mathematics program from 63.6 % to 66.6%.</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of grade 6 students with special needs, who pass English, Math and French programs. (data to be collected through GPI)</li> </ul>	<ul style="list-style-type: none"> <li>To provide access to appropriate technology for students with special needs;</li> <li>To provide training and support for regular classroom teachers on teaching strategies that are effective for students with special needs;</li> <li>To have school-based professionals provide workshops/ training sessions to school staff on particular issues of disabilities.</li> </ul>	June 2017	The Director of Complementary Educational Services
<p><b>OBJECTIVE 3.3:</b> To increase the percentage of secondary students with special needs who persevere with their studies.</p>	<ul style="list-style-type: none"> <li>The percentage of secondary II and secondary III students with special needs registered on September 30<sup>th</sup> of a given year</li> <li>The percentage of the above students registered with the School Board the following year</li> <li>The percentage of secondary IV students with special needs registered on September 30<sup>th</sup> of a given year</li> <li>The percentage of the above students registered with the School Board the following year</li> <li>The percentage of secondary V students with special needs registered on September 30<sup>th</sup> of a given year</li> <li>The percentage of the above students registered with the School Board the following year</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of students with special needs who persevere with their studies. (data to be tracked through LUMIX)</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that students with special needs, at age 15, are registered in the appropriate certification or qualification path;</li> <li>To ensure that the appropriate students have TEVA/IEP (<i>Transition de l'école à la vie active</i>/ Individualized Education Plans) plans;</li> <li>To increase students' sense of belonging and intellectual engagement in school as indicated in the Tell Them From Me student survey.</li> </ul>	June 2017	The Director of Complementary Educational Services

# STRATEGIC DIRECTION 4

## ENSURE HEALTHY LIVING & SAFE LEARNING ENVIRONMENTS

### BACKGROUND

The Central Québec School Board believes that a healthy, safe, and caring school culture is a prerequisite for student success and academic achievement. We continue to promote a student-centered culture in all our schools and centre, ensuring that services and resources are available to students and personnel at every level to foster a healthy learning community.

Our commitment to fostering safe schools and healthy living in all our school and centre environments will continue to lead us to focus on several objectives over the next four years. The use of data has shown us that students feel safer now than in 2009, and that there are fewer students who are victims of bullying. In light of Bill 56 and our data from the Tell Them From Me+ (TTFM+) survey we will continue to focus on student safety and security.

### WHAT THE DATA SUGGESTS

Although our students report feeling safer than in 2009 there is still work to be done. In terms of healthy eating habits and drug and alcohol consumption we need to have all partners on board in order to address on-going issues.

This tells us that for the next four years we need to concentrate on applying best practices in prevention.

### OVERALL STRATEGIC DIRECTION:

We will continue to provide and expand upon data-collections tools which will enable schools to identify areas of challenge. For example Tell Them From Me+, School-Wide Information System (SWIS), etc.

- All schools to use SWIS as a consistent tool for measuring/dealing with behavioural problems;
- Percentage of elementary-aged students who report using alcohol;
- Percentage of elementary-aged students who report smoking marijuana;
- Percentage of overall students who report using chemical drugs;
- All elementary schools to make prevention programs mandatory in the classroom;
- Correlation between student anxiety and depression, self-esteem and the use of marijuana or chemical drugs

# STRATEGIC DIRECTION 4

ENSURE SAFE SCHOOL ENVIRONMENTS AND HEALTHY LIVING IN ALL SCHOOLS AND CENTRE					
OBJECTIVES	TARGETS	INDICATORS	2013-2014 STRATEGIES (S.M.A.R.T. GOALS)  The strategies found here relate specifically to the Objectives found in the Strategic Plan. Strategies that are targeting goals in the Partnership Agreement will be found in the 2013-2017 CQSB Partnership Agreement.	CQSB TIMELINE	PERSONS RESPONSIBLE
<b>PHYSICAL ACTIVITY AND HEALTHY EATING HABITS</b>					
<b>OBJECTIVE 4.1:</b> To instil in students the importance of physical activity and healthy eating habits	<ul style="list-style-type: none"> <li>To increase the percentage of students with healthy eating habits (as self-reported in the Tell Them From Me+ Survey) from 51.0% to 55.0% for elementary students and from 45.0% to 50.0% for secondary students.</li> <li>To increase students' physical activity levels per weekday (as self-reported in the Tell Them From Me+ survey) from 1.5 hours to 1.75 hours for elementary students and from .09 hours to 1 hour per day for secondary students.</li> </ul>	<ul style="list-style-type: none"> <li>Data from the Tell Them From Me+ Survey. (2013 Survey results will be used to set baselines for targets.)</li> </ul>	<ul style="list-style-type: none"> <li>All meals provided within our school cafeterias will conform to Canada's Food Guide recommendations;</li> <li>All schools will encourage their students and staff to bring healthy lunches and snacks to school;</li> <li>All school teams will be informed of the CQSB Policy on Healthy Living (re: snacks);</li> <li>All schools will have access to, and be encouraged to participate in board-wide sports activities.</li> </ul>	June 2017	The Director of Complementary Educational Services
<b>INCIDENCES OF VIOLENCE AND BULLYING</b>					
<b>OBJECTIVE 4.2:</b> To reduce the number of incidences of violence and bullying in schools and centre	<ul style="list-style-type: none"> <li>To decrease the percentage of students who report being victims of bullying (as self-reported in the Tell Them From Me+ survey) from 20.0% to 15.0% for elementary students and from 16.0% to 11.0% for secondary students.</li> <li>To increase the percentage of students who report feeling safe at school (as self-reported in the Tell Them From Me+ survey) from 88.0% to 93.0% for elementary students and from 88.0% to 93.0% for high school students.</li> <li>Establish a baseline regarding the percentage of students reported in the 'Registry of Suspensions for Bullying and Violence' as required by Law 19.</li> <li>To decrease the percentage of students reported in the "Registry of Suspensions for Bullying and Violence" as required by Bill 56.</li> </ul>	<ul style="list-style-type: none"> <li>Data from the Tell Them From Me+ Survey. (2013 Survey results will be used to set baselines for targets.)</li> <li>Registry of Suspensions Data to be compiled at the Board.</li> </ul>	<ul style="list-style-type: none"> <li>All schools will use the data from the Tell Them From Me+ student survey to come up with appropriate strategies that are part of their Management and Educational Success Agreement (MESA);</li> <li>All schools will report monthly to the Director General regarding their "Registry of Suspensions for Bullying and Violence";</li> <li>All schools will use the School-Wide Information System (SWIS) tracking system to report on bullying and violence in their schools.</li> </ul>	June 2017	The Director of Complementary Educational Services

# STRATEGIC DIRECTION 4 (continued)

ENSURE SAFE SCHOOL ENVIRONMENTS AND HEALTHY LIVING IN ALL SCHOOLS AND CENTRE					
OBJECTIVES	TARGETS	INDICATORS	2013-2014 STRATEGIES (S.M.A.R.T. GOALS)  The strategies found here relate specifically to the Objectives found in the Strategic Plan. Strategies that are targeting goals in the Partnership Agreement will be found in the 2013-2017 CQSB Partnership Agreement.	CQSB TIMELINE	PERSONS RESPONSIBLE
<b>DRUGS AND ALCOHOL</b>					
<b>OBJECTIVE 4.3:</b> To reduce the number of students consuming drugs and/or alcohol	<ul style="list-style-type: none"> <li>To establish a baseline regarding the percentage of students who have been involved in alcohol or drug related issues at school AND SUBSEQUENTLY to decrease the percentage of students involved in alcohol or drug related issues at the grade 5 &amp; 6 level.</li> <li>To establish a baseline regarding the percentage of students who have been involved in alcohol or drug related issues at school AND SUBSEQUENTLY to decrease the percentage of students involved in alcohol or drug related issues at all secondary levels.</li> <li>To establish a baseline of the frequency of alcohol use (as self-reported in the Tell Them From Me+) for grade 5 &amp; 6 AND SUBSEQUENTLY to decrease the frequency of alcohol use (as self-reported in the TTFM+)</li> <li>To establish a baseline of the frequency of alcohol use (as self-reported in the Tell Them From Me+) for all secondary levels AND SUBSEQUENTLY to decrease the frequency of alcohol use (as self-reported in the TTFM+)</li> <li>To establish a baseline of the frequency of drug use (as self-reported in the Tell Them From Me+) for elementary grade 5 &amp; 6 AND SUBSEQUENTLY to decrease the frequency of drug use (as self-reported in the TTFM+).</li> <li>To establish a baseline of the frequency of drug use (as self-reported in the Tell Them From Me+) for all secondary levels AND SUBSEQUENTLY to decrease the frequency of drug use (as self-reported in the TTFM+).</li> </ul>	<ul style="list-style-type: none"> <li>Data from the Tell Them From Me Plus Survey (2013 Survey results will be used to set baselines for targets)</li> </ul>	<ul style="list-style-type: none"> <li>All elementary schools will include questions about drugs and alcohol use for grade 5 and 6 students in their TTFM+ surveys;</li> <li>The School Board will work on finding community partners in order to provide alternative treatments for students that are users of drugs or alcohol;</li> <li>The Board will provide training for school staff (teachers, professionals and support staff) regarding issues of drugs and alcohol;</li> <li>All schools will use the Tell Them From Me+ student reporting survey results about drug and alcohol use to come up with appropriate strategies to use in their Management and Educational Success Agreement (MESA);</li> <li>All schools with grade 5 and 6 students as well as secondary I-III students will use CQSB drug-and-alcohol prevention Learning and Evaluation Situations (LESs) in the classroom.</li> </ul>	June 2017	The Director of Complementary Educational Services



# STRATEGIC DIRECTION 5

## INCREASE THE NUMBER OF STUDENTS UNDER AGE 20 IN VOCATIONAL EDUCATION

### BACKGROUND

The Central Québec School Board has one adult and vocational education centre in Québec City.

The most popular CQSB program authorizations include three vocational-education programs that are offered regularly (Hotel Reception, Secretarial Studies and Health Assistance and Nursing – or 'HAN').

At the onset of the first Partnership Agreement (2009-2013), the Board acknowledged that program authorizations offered by the CQSB have been traditionally female-oriented occupations: the adult and vocational education centre has actively researched vocational training programs that would appeal to young men but the reality is that male-oriented program authorizations tend to be extremely costly to set up.

As well, new English program authorizations cannot be granted if identical programs are offered in nearby French institutions unless specific training needs have been identified.

### WHAT THE DATA SUGGESTS:

The number of CQSB schools keeping track of the number of referrals appears to be slightly inferior to the number of students actually registering. We are unsure whether the referrals are

simply not being tracked within the schools as well as they could be, or whether the students who have been registering have heard about the centre from other sources.

### OVERALL STRATEGIC DIRECTION:

Because so many CQSB students registering in vocational education already have a diploma, CQSB graduation rates in vocational education cannot be expected to increase significantly (MELS only 'counts' the first diploma in its statistics). Ensuring that all CQSB students are aware of the vocational-education choices that are available to them, however, will ensure the personal success of CQSB students and will serve to make our students (rapidly) employable in their communities.

We intend to heighten knowledge of the vocational training options in the CQSB territory - both Québec City and the schools in the regions - especially targeting the 16+students. We will also be establishing a procedure for CQSB high schools to tracking 16+ leavers.

Finally, we will be establishing a portrait of CQSB leavers/ graduates who eventually register in a Vocational Training Program (anywhere) in Québec. The reality is that the majority of CQSB students are indeed bilingual enough to choose a vocational program in either language

## STRATEGIC DIRECTION 5

INCREASE THE NUMBER OF STUDENTS UNDER AGE 20 IN VOCATIONAL EDUCATION					
OBJECTIVES	TARGETS	INDICATORS	2013-2014 STRATEGIES	CQSB TIMELINE	PERSONS RESPONSIBLE
<p><b>OBJECTIVE 5.1:</b> To ensure that students are aware of vocational-education options.</p>	<ul style="list-style-type: none"> <li>Establish a meaningful benchmark as to the number of CQSB school leavers 16 years old and above who enter a vocational education training program</li> </ul>	<p>Number of declared CQSB students who register in a vocational training program or who are in the process of acquiring prerequisites for a vocational training program</p>	<ul style="list-style-type: none"> <li>Heighten awareness of the vocational training options at elementary and secondary levels;</li> <li>Heighten knowledge of the vocational training options in the CQSB territory especially targeting the 16+students;</li> <li>Establish a procedure for CQSB secondary schools for tracking 16+ leavers;</li> <li>Establish a portrait of CQSB leavers/graduates who eventually register in a vocational training program in Québec.</li> </ul>	<p>June 2017</p>	<p>The Director of Adult and Vocational Educational Services.</p>

# STRATEGIC DIRECTION 6

## ENSURE SOUND ETHICAL LEADERSHIP, MANAGEMENT AND GOVERNANCE PRACTICE

### BACKGROUND

Leadership, sound governance practices, the equitable distribution of resources and accountability are the cornerstones of the ongoing success of the Central Québec School Board (CQSB).

The Strategic Plan of the School Board, carried out within the parameters of the Education Act, guides the actions of the Administrative Council and the Council of Commissioners, at all times. The collegial, dynamic and productive partnership between the administration of the School Board and its Council of Commissioners is a hallmark of the CQSB.

### WHAT THE DATA SUGGESTS:

In 2012, all 900+ CQSB employees were given the opportunity to participate in a confidential climate survey, which reviewed all aspects of work life, including job satisfaction, how employees get along with co-workers, if they had the tools they needed to do their job, if employees felt valuable and appreciated, etc. The data that was gathered was shared with all employees.

In addition, over the past two years, the Administrative Council (AC) has met individually with every school and centre principal to review their Management and Education Success Agreements (MESAs). The AC has also met with every NANS school to review their objectives. These meetings provided the AC with an excellent opportunity to look at where schools and centre are on target with regard to the CQSB Strategic Plan, and where they require support and guidance. Much of the feedback that we gathered served to build Strategic Directions 1-5 of the present Strategic Plan.

### OVERALL STRATEGIC DIRECTION:

Over the next four years, the AC of the Central Québec School Board will continue to regard its Partnership Agreement with the MELS as a priority. All schools and centre will remain full partners in this process.

Over the next four years, the AC will support the Council of Commissioners in the development and review of an annual work plan regarding its committees (as stipulated in the Education Act). This will include the development of a timeframe and specific committee mandates. We also intend to work with the Council of Commissioners in developing a list of policies, by priority, to be reviewed each year.

The School Board intends to identify and streamline work processes and procedures at all levels, and to provide professional development accordingly. This will include an inventory of all documents and information requested of schools and centre by the Board Office.

We will also ensure that the information on the School Board's web site, Intranet and portal is up-to-date at all times

## STRATEGIC DIRECTION 6

ENSURE SOUND ETHICAL LEADERSHIP, MANAGEMENT AND GOVERNANCE PRACTICES					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<p><b>OBJECTIVE 6.1:</b> To ensure collaboration with the Council of Commissioners in order to provide the necessary information for making informed decisions</p>	<ul style="list-style-type: none"> <li>Ensure that the committees established in the Education Act meet the requisite number of times during the school year:               <ul style="list-style-type: none"> <li>- Executive Committee (4 meetings)</li> <li>- Special Needs Advisory Committee (no minimum #)</li> <li>- Transport Advisory Committee (no minimum #)</li> <li>- Parents' Committee (no minimum #)</li> <li>- Ethics and Governance Committee (3 meetings)</li> <li>- Audit Committee (3 meetings)</li> <li>- Human Resources Committee (3 meetings)</li> </ul> </li> <li>Ensure that the Council of commissioners carries out an annual review of policies;</li> <li>Respect and apply governance provisions in the Education Act, government regulations and School Board by-laws and policies</li> <li>Ensure a smooth transition following the November 2014 school elections as provided for in Bill 88 so that all commissioners understand their roles and responsibilities.</li> </ul>	<p>(1) Number of meetings held yearly;</p> <p>(2) Number of policies reviewed based on the list of priorities;</p> <p>(3) Number of timely reports received by the Council of Commissioners;</p> <p>(4) A transition plan is in place.</p>	<p>(1) Develop and/or review an annual work plan, timeframe and specific mandates for each committee;</p> <p>(2) Develop a list of policies, by priority, to be reviewed each year;</p> <p>(3) Determine an annual calendar of reports to be provided to the Council of Commissioners and reporting mechanisms;</p> <p>(4) Develop a transition plan including induction and professional development.</p>	<p>(1) By June of each school year</p> <p>(2) By June of each school year</p> <p>(3) By June of each school year</p> <p>(4) By November 2013</p>	<p>(1) Council of Commissioner and Secretary General</p> <p>(2) Directors of Service and Secretary General</p> <p>(3) Council of Commissioners and Administrative Council</p> <p>(4) Chairman and Secretary General</p>

## STRATEGIC DIRECTION 6 (continued)

ENSURE SOUND ETHICAL LEADERSHIP, MANAGEMENT AND GOVERNANCE PRACTICES					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<b>OBJECTIVE 6.2:</b> To improve accountability	<ul style="list-style-type: none"> <li>Measure the attainment of the objectives contained in the Partnership Agreement and Strategic Plan annually</li> <li>Measure the attainment of the objectives contained in the schools' and Centre's Management and Educational Success Agreements annually</li> <li>Ensure that all schools have up-dated Educational Projects and Success Plans</li> <li>Ensure that the Centre has an up-dated School Success Plan</li> <li>Ensure that each department has annual objectives</li> </ul>	(1) Level of attainment as shown in the "CQSB Partnership Agreement Objectives, indicators, strategies" self-evaluation and timetable (dashboard) (strategic directions 1 to 7);	(1) Create a tool, such as a dashboard, where appropriate, for the collection of data	(1) June 2014	Director General  Directors of Service  School/Centre Principals
		(1) Grille d'entretien sur les résultats obtenus et les moyens prévus à la convention de partenariat (Strategic Directions 1 to 5);	(1) Carry out a qualitative and quantitative assessment of the attainment of the objectives and targets contained in the Partnership Agreement and the Strategic Plan twice a year.	(1) January and August	
		(2) Level of attainment of objectives in MESAs shown in the school and centre's self-assessment (dashboard);	(2) Provide tools, training and expertise for the effective analysis by school and Centre teams in line with evidence-based decision making	(2) on-going	
		(3) number of schools with an up-dated Educational Project;	(2) Create a self-assessment tool which the schools and Centre will use to assess the attainment of the objectives and targets contained in the Management and Educational Success Agreements and submit to the Director General	(2) June 2013	
		(3) number of schools with an up-dated Success Plan;	(2) Closely monitor the assessments of the results of the schools' and Centre's attainment of the objectives and determine feedback mechanisms annually	(2) Annually	
(4) The centre's up-dated Success Plan.	(3 & 4) Provide documents and expertise with a view to simplifying and ensuring a review of educational projects and school success plans.	(3 & 4) Fall 2013 and on-going			
(5) level of attainment of each department's objectives	(5) Periodical assessment of each department's objectives	(5) twice a year			

## STRATEGIC DIRECTION 6 (continued)

ENSURE SOUND ETHICAL LEADERSHIP, MANAGEMENT AND GOVERNANCE PRACTICES					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<p><b>OBJECTIVE 6.3:</b> To ensure organizational effectiveness while taking into consideration the most effective use of information and communications technologies to streamline certain processes</p>	<ul style="list-style-type: none"> <li>Carry out an in-depth analysis of all School Board procedures and processes in order to maximize organizational effectiveness</li> </ul>	<p>(1) The number of work processes and procedures identified</p> <p>(2) The list of requested documents and information</p> <p>(3) The number of alternate work processes and procedures in place</p> <p>(4) The number of PD and training activities</p> <p>(5) The number of documents and information requested that are streamlined or eliminated</p> <p>(6) The web based information and communication tools are up-to-date and used regularly</p>	<p>Ensure that all Board Office, school and Centre staff are given the opportunity to participate in the following strategies:</p> <p>(1) Identify, prioritize and create a timeline for work processes and procedures that could be streamlined:</p> <ul style="list-style-type: none"> <li>in all departments;</li> <li>between departments;</li> <li>between departments and schools;</li> <li>in the schools and Centre.</li> </ul> <p>(2) Determine which documents and information requested could be streamlined or eliminated and which information could be obtained elsewhere</p> <p>(3) Propose and put in place alternate work processes and procedures and provide professional development and training as required</p> <p>(4) Create opportunities for the schools and Centre and Board Office management staff to share best practices</p> <p>(5) Inventory all documents and information requested by the Board Office of the schools and centre</p> <p>(6) Ensure that the information on the School Board's web site, intranet and portal is up-to-date at all times</p> <p>(6) Consistently refer personnel to the School Board's web site portal and intranet for information</p>	On-going	<p>Director General and Directors of Service for School Board process and procedures</p> <p>School and Centre principals for school and Centre processes and procedures</p>

# STRATEGIC DIRECTION 7

## ENSURE VISIBILITY WITHIN THE COMMUNITY BY FOSTERING INTERNAL COLLABORATION AND CREATING EXTERNAL PARTNERSHIPS

### BACKGROUND

The focus of this Strategic Direction is to continue the development and implementation of the CQSB Communication Plan

The Council of Commissioners' Communication Committee, in collaboration with the CQSB Communications Officer, has been developing a number of initiatives to fulfill the objectives of its current communication plan, which focuses on:

- Attracting eligible families to our Board;
- Maximizing our visibility;
- Maximizing commissioners' visibility and ensuring a better understanding of their roles and responsibilities;
- Identifying the proper channels of communication within the Board.

### WHAT THE DATA SUGGESTS:

With regard to our communication activities, the Council of Commissioners' Communication Committee is concerned that despite *exemplary* success rates in French Mother Tongue, French Second Language and English, language of instruction (CQSB students ranked second in the province on the June 2012 examinations), many parents opt to send their children to French schools once they have completed their elementary schooling. The committee intends to increase its efforts to make sure that eligible families are aware of the advantages of keeping their children in our system.

### OVERALL STRATEGIC DIRECTION:

Over the next four years, the Central Québec School Board will continue to regard its commitment to eligible families within the English system - as a priority

## STRATEGIC DIRECTION 7

### ENSURE VISIBILITY WITHIN THE COMMUNITY BY FOSTERING INTERNAL COLLABORATION AND CREATING EXTERNAL PARTNERSHIPS

OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<b>OBJECTIVE 7.1.:</b> To continue to support the schools and centre in their endeavours to develop greater community involvement	<ul style="list-style-type: none"> <li>Each school and Centre develops and sustains meaningful partnerships within their community.</li> </ul>	Number of activities in which members of the community participate  Number of partnerships with community organizations	<ul style="list-style-type: none"> <li>Offer guidance and support to the schools and Centre with regard to certain community related activities</li> <li>Encourage schools and Centre to share community related best practices, types of activities</li> </ul>	On-going	School and Centre principals  Board Office personnel



## STRATEGIC DIRECTION 7 (continued)

ENSURE VISIBILITY WITHIN THE COMMUNITY BY FOSTERING INTERNAL COLLABORATION AND CREATING EXTERNAL PARTNERSHIPS					
OBJECTIVES	TARGETS	INDICATORS	STRATEGIES (S.M.A.R.T. GOALS)	CQSB TIMELINE	PERSONS RESPONSIBLE
<p><b>OBJECTIVE 7.2.:</b> To continue the development and ensure the implementation of the CQSB Communication Plan</p>	<ul style="list-style-type: none"> <li>Measures are in place to attract eligible families</li> <li>CQSB is more visible</li> <li>The roles and responsibilities of commissioners are better known</li> <li>Proper channels of communication are identified</li> </ul>	<p>(1) Number of meetings held</p> <p>(2) The final versions of the Communication Plan and toolkits 1, 2 and 4 are accepted by the Council of Commissioners</p> <p>(3) Commissioners, the AC and related CQSB personnel are aware of and understand the Communications Plan and toolkits</p> <p>(4) A calendar of regular communications to employee</p>	<ol style="list-style-type: none"> <li>Ensure that the Communications Committee meets at least ___ times per year</li> <li>Finalize the Communications Plan and Tool Kits numbers 1, 2 and 4</li> <li>Implement the actions of the Communications Plan</li> <li>Develop a calendar of communications with CQSB employees</li> </ol>	June 2014	Council of Commissioners and Administrative Council

# Appendix

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## GLOSSARY OF TERMS

**ADULT EDUCATION:** Québec school boards offer adult general education courses, tuition-free to Québec residents aged 16 years and over to allow adult learners to improve their literacy and second-language skills; to complete requirements for a secondary school diploma or to obtain missing prerequisites for admission to vocational and post-secondary programs.

**AVERAGE MARK: (GROUP AVERAGE):** the numerical value derived by taking the sum of the grades achieved by individuals in a group and dividing it by the number of individuals. Group average can be used to compare a student's performance to the group on norm-referenced evaluations.

**BASELINE:** A statistical standard against which future performance can be compared.

**BENCHMARK:** A point of reference by which something can be measured.

**BEST PRACTICES:** A method or technique that has consistently shown results superior to those achieved with other means.

**BULLYING:** The [Education Act](#) states that “the word “**bullying**” means any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes”. Bill 56, [An Act to Prevent and Deal with Bullying and Violence in Schools](#), stipulates that school boards must see to it that each of their schools provide a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence.

**CANADA'S FOOD GUIDE:** is a nutrition guide produced by Health Canada which includes guidelines for eating from four main food groups, including serving sizes and the best cooking methods, according to age group and gender.

**CENTRAL QUÉBEC SCHOOL BOARD (CQSB):** one of nine English school boards in the province of Québec. CQSB has existed – under various names as a confessional and now as a linguistic board – since 1867. CQSB is responsible for offering educational services to nineteen buildings; eight elementary schools, four secondary schools, six combined elementary/secondary schools, and one adult and vocational education centre. CQSB is also the fiduciary board for Jimmy Sandy Memorial School in Kawawachikamach.

**CERTIFICATION:** Designation in the form of a certificate (D.E.S.) from the MELS that the student has completed the requisite number of credits as stipulated in the Basic School Regulation.

**COMPLEMENTARY EDUCATIONAL SERVICES:** One of two services offered under the umbrella of the CQSB Education Services Department. Complementary Educational Services has the following services:

- Support to ensure favorable conditions for the student to learn;
- School activities;
- Assistance to students;
- Promotion and prevention;

The following must be part of these services:

- Promotion and participation of students in educational activities;
- Teaching of rights and responsibilities;
- Sports, cultural and social group leadership;
- Support for the use of documentary resources in the school library;
- School and vocational information and orientation;
- Psychology;
- Psycho education;
- Specialized education;
- Remedial education;
- Speech therapy;
- Health and social services;
- Group leadership in spiritual and community commitment.

Special services include:

- Support to students for particular situations;

- o Educational services for persons with disabilities;
- o Health services offered in the schools by the health and social service network institutions.

### COMPLEMENTARY EXAMINATIONS

**(MELS):** Known in French as *Épreuves d'appoint* Complementary examinations are evaluations created by the MELS in subjects used for qualification purposes in Sec. IV and V. Complementary examinations are validated over a 3-yr period at which point they become Uniform Examinations (*Épreuves Obligatoires*)

**COMPULSORY EXAMINATION:** Any examination whose use is mandated either by the MELS, the Board or the school.

**CYCLE:** A cycle is a period of learning during which students acquire competencies in each subject area. Elementary education is organized into three cycles of two years each. Secondary education is organized into two cycles; one of two years and the second of three years. At the secondary level cycles are used more as a means of organization rather than for purposes of evaluation.

**DATA-DRIVEN DECISION MAKING:** Also referred to as results-based management, uses instructional data to drive decision making and to improve practices in the classroom.

**DATA TEAM:** A group of individuals whose mandate is to regularly collect and analyze data. An instructional data team is a small grade-level, department or organizational team that examines work from a common formative assessment.

**DOCUMENTATION TECHNICIAN:** The person responsible for carrying out the technical and user services for the organization and functioning of school/board libraries and/or documentation centres.

**DROP OUT:** A student who has quit school. This term is no longer used in an official capacity by the *Ministère de l'éducation, du loisir et du sport* (see: 'leaver').

**EDUCATION ACT:** The [Education Act](#) prescribes mandatory public schooling for every

resident of Québec, generally until the age of 16 (s. 14). Under the Act, every resident of Québec who is between the ages of 5 and 18, or between the ages of 5 and 21 in the case of a handicapped person, is entitled to receive, free of charge, the educational services provided under the Act and under the basic regulations for general training and vocational training (s. 3). Educational services are composed of preschool education services, instructional services, student services and special educational services (Source: *Fees Charged to Parents*: MELS, 1999, ISBN 2-550-34985-7).

**EDUCATIONAL SERVICES:** The overall structure which encompasses CQSB Complementary Educational Services, Instructional Services as well as Adult and Vocational Education Services.

**ELIGIBLE FAMILY:** As defined in the [Charter of the French Language](#), only children, at the request if one of their parents, who strictly adhere to the Québec guidelines may attend English public school in Québec (article 73).

**END-OF-CYCLE EVALUATIONS: (ELEMENTARY)-** Evaluations that are normally administered to students in the second year of the cycle ( Gds. 2, 4, or 6) to determine the student's level of competency development.

**HEALTH, ASSISTANCE AND NURSING (HAN):** A 1,800-hour vocational education program offered at the Eastern Québec Learning Centre to students aged 16 and above. Through classroom training as well as several internships, graduates can be employed by C.L.S.C.'s, in short or long term public health care institutions or in the private sector.

**HOTEL RECEPTION:** A 735-hour work-study vocational education program offered at the Eastern Québec Learning Centre to students aged 16 and above, with guaranteed job placement. Through classroom training as well as an internship, students learn all the skills required to become bilingual receptionists in hotels, resorts, inns, retirement homes, and cruise ships.

**INCLUSION:** is a philosophy and vision based on the belief that all students belong to and can learn in the regular school and community (Source: CQSB [Policy for the Organization of Educational Services for Students With Handicaps, Social Maladjustments or Learning Delays](#)).

**INDICATOR:** A means of measuring how targets are to be achieved.

**INDIVIDUALIZED EDUCATION PLAN (IEP):** An IEP is a written document that articulates the specific plan of action for educating an individual student coded as having a handicap or identified as having a learning delay or a behaviour disorder (Source: CQSB [Policy for the Organization of Educational Services for Students With Handicaps, Social Maladjustments or Learning Delays](#)).

**INSTRUCTIONAL SERVICES:** One of two services offered under the umbrella of the CQSB Education Services department. Instructional Services has the following mandate:

- Implementation of the Québec Education Program as prescribed by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS);
- o Implementation of the Curriculum Reform in the schools of the Central Québec School Board;
- o Professional development activities for its administrators and teachers in the implementation of the Quebec Education Program;
- o School organization;
- o Evaluation policy of student learning;
- o Development of reporting tools for parents;
- o Support to schools in their school-based professional development plans;
- o Supporting the development of the Board's Strategic Plan.

Instructional Services also assist schools in the following areas:

- o Use of appropriate instructional strategies;
- o Application of a variety of appropriate evaluation techniques;
- o Selection, development and use of instructional materials;
- o Integration and use of technology as an instructional tool.

**LEAVER (WITHOUT DIPLOMA OR QUALIFICATION):** is the official term used by the *Ministère de l'éducation, du loisir et du sport* (MELS) referring to a student who has left the school system. For statistical purposes, MELS counts all students who leave the school system from secondary I-V as *leavers*, regardless of the reason for the departure (i.e. moving to another province or country, death of the student or dropping out of school). *The term 'leaver' should not be mistaken for the term 'drop-out'*. The first implies that the student *may* have gone to study elsewhere; the second means the student has left school with no immediate intention of coming back. MELS 'leavers' statistics can be misleading: while all drop-outs are leavers; not all leavers are drop-outs!

**LUMIX:** A data warehouse (interface) used for storing and manipulating vast amounts of data in a standardized, format. School Data teams can use LUMIX to access results by class, by grade, by gender, by age, by school, by targeted group, etc. in an immediate fashion.

**MANAGEMENT AND EDUCATIONAL SUCCESS PLANS (MESAS):** A legal document between the school and the Board that outlines the measures required for the school to achieve goals and measurable objectives set out in the partnership agreement between the school board and the Minister. (E.A. 209.2)

**NEW APPROACHES, NEW SOLUTIONS (NANS):** A MELS initiative targeting student success in low socio-economic areas. NANS schools receive additional funding to finance educational activities designed to build sustainable changes in classroom practice leading to increased student engagement and success.

**PARTNERSHIP AGREEMENT:** A legal document signed between the Board and the MELS that outlines the measures required for the Board to implement the Board's strategic plan, as well as the indicators and targets that have been set by the MELS for the Board to achieve. It must also include the monitoring and accountability measures that the Board will use. (E.A. 459.3)

### PROFESSIONAL LEARNING COMMUNITY

**(PLC):** A Professional Learning Community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups.

**QUALIFICATION:** Applies to any student who successfully completes an official MELS Pathway such as the Work-Oriented Training Path or a professional training program at a Cegep (D.E.C) or Vocational Center. (D.E.P.) (*see also: Work-Oriented Training Path*).

### REGISTRY OF SUSPENSIONS FOR

**BULLYING AND VIOLENCE:** A record of the instances of bullying and/or violence which must be recorded at the school with a summary sent monthly to the Director-General of the Board as well as the Student Ombudsman indicating the number of reports and the actions taken to address the incidents.

**SARCA:** SARCA services (*Services d'accueil, de référence, de conseil et d'accompagnement*) are aimed at the 1.6 million Quebecers over the age of 15 who have less than the basic high school diploma or training considered essential for active participation in a knowledge-based society. Potential SARCA beneficiaries might include young people who have dropped out of school, older adults with limited education or employable skills, and immigrants adjusting to a different culture or demand for a new set of qualifications. From the initial point of reception, SARCA clients may participate in a variety of evaluation, counselling, goal-setting and follow-up activities. They may be referred to other agencies, programs or services for support. Some clients may even be guided through an extensive "Record of Learning" process that requires self-exploration, assessment and goal setting. At EQLC, an important focus is on tracking those students who have left our system without obtaining a diploma and encouraging them to return to adult education. Source: <http://procede-lifelonglearning.ca/index.php>

**SECRETARIAL STUDIES:** A 1,485-hour work-study vocational education program (individualized approach with continuous entry)

offered at the Eastern Québec Learning Centre to students aged 16 and above. Through classroom training as well as an internship, students learn all the skills required to become personal assistants, and office clerks in computerized offices both in the public and private sectors.

**SUCCESS RATE:** Expressed as a percentage, the number of students who have succeeded in any given evaluation.

**STRATEGIC PLAN:** A strategic plan ensures that a common purpose and values are established for the Board's strategic direction for the next four years. It is identified and expressed through goals, targets and key improvement strategies. It should adhere to the Board's mission, vision and beliefs, and must be in line with the strategic plan of the MELS.

**STUDENTS WITH SPECIAL NEEDS:** Students designated as handicapped or at-risk. A **handicapped** student is a person limited in the performance of normal activities who is affected significantly and permanently from a physical or mental deficiency. This student is coded 13, 14, and 23 to 99 in the Ministry of Education's coding system. Students are officially identified as being **at-risk** when they do not meet the criteria in terms of what is expected of them in the language of instruction or mathematics programs or when they exhibit behavioural disorders as described in the Teachers' Collective Agreement. (source: CQSB [Policy for the Organization of Educational Services for Students With Handicaps, Social Maladjustments or Learning Delays](#))

**STRATEGIC DIRECTION:** A course of action that leads to the achievement of the goals of an organization's strategy.

**STRATEGIES:** The specific and targeted actions which will allow the Board to achieve the desired goals within the specified timeframe.

### SCHOOL-WIDE INFORMATION SYSTEM

**(SWIS):** Is a web-based information system designed to help school personnel use office referral data on student behaviour to design school-wide and individual student interventions regarding student behaviour.

**TARGET:** A desired outcome following implementation of a strategy and from which the baseline and current statistical values are measured and compared.

**TELL THEM FROM ME+:** TTFM+ is a web-based survey done anonymously which allows schools – and the Board – to collect data on students’ perceptions about a variety of topics such as sense of belonging to the school, sense of self-esteem, expectations for success, educational plans following high school, levels of anxiety and depression, physical activity, eating habits, drug and alcohol use, sexual activity, homework behaviors, etc.

**TRANSITION DE L’ÉCOLE À LA VIE ACTIVE (TEVA):** An individualized education plan that includes a focus on making transition plans for the student’s move from secondary school to adult life.

**UNIFORM EXAMINATIONS:** Uniform examinations (*Épreuves obligatoires*) are compulsory evaluations created by the MELS in subjects used for qualification purposes in Sec. IV and V.

**VOCATIONAL TRAINING:** Vocational training offers practical, hands-on instruction in a broad range of skilled trades and occupations. In Québec, approximately 170 vocational training programs exist in 21 diverse economic sectors. Of these, close to 80 programs are offered in English through vocational training centres operated by the nine English boards. Programs are competency-based and accredited by the *Ministère de l’éducation, du loisir et du sport*. The Eastern Québec Learning Centre offers the following programs on a regular basis: Hotel Reception, Secretarial and Health Assistance and Nursing (HAN).

**WORK-ORIENTED TRAINING PATH:** The Work-Oriented Training Path (WOTP) is designed for students who are at least 15 years old and who have significant learning difficulties. Pre-work Training is intended for students who have not met the requirements of the elementary-level programs for language of instruction and mathematics, while Training for a Semiskilled Trade is for students who have met the

requirements of the elementary-level programs in language of instruction and mathematics but have not earned any Secondary Cycle 1 credits in those subjects. Both programs enable students to continue their general education as far as possible, while offering them practical training that will prepare them, if desired, for a successful entry into the job market. *Source:* [http://www.mels.gouv.qc.ca/sections/virage5/index\\_en.asp?page=parcours](http://www.mels.gouv.qc.ca/sections/virage5/index_en.asp?page=parcours)