

COMMITMENT-TO-SUCCESS PLAN

English Montreal School Board

2018-2022

Table of Contents

Goal of the Commitment-to-Success Plan.....	2
Legal and Regulatory Framework.....	2
Groups that Collaborated in the Development of the Plan.....	3
Groups Consulted on Initial Draft.....	3
School Board Context.....	4
MEES Objectives and EMSB Objectives.....	18
Additional Objectives.....	39
Orientations, Objectives, Indicators and Targets of the MEES and the EMSB.....	44
EMSB Mission, Vision and Values.....	55
Services Offered.....	56
EMSB Service Statement.....	57
Signatories.....	59
Appendix 1: Orientations, Objectives, Targets and General Strategies for the EMSB.....	63
Appendix 2: Results from Consultation.....	75

Goal of the Commitment-to-Success Plan

The Commitment-to-Success plan makes it possible to share, with all educational stakeholders, parents and the community, a common vision of findings and challenges to create a mobilization around student-centered goals and objectives. The Commitment-to-Success Plan describes what the school board intends to do to ensure the educational success of all its students, young people and adults, and the efforts that will be necessary to achieve it.

References to the Legal and Regulatory Framework

“209.1. For the exercise of its functions and powers, every school board shall establish a Commitment-to-Success plan that is consistent with the strategic directions and objectives of the department’s strategic plan. The Commitment-to-Success plan must also meet any expectations communicated under section 459.2. In addition, the period covered by the plan must be consistent with that of the department’s strategic plan in accordance with any terms prescribed under the first paragraph of section 459.3.” - Quebec Education Act

The Commitment-to-Success Plan between the Minister and the school board is made within the scope of the Education Act and the regulations applicable to school boards.

The Commitment-to-Success Plan links the responsibility entrusted to the Minister, under section 459 of the Act, to see to the quality of educational services offered by school boards with, under section 207.1, to see that the quality of educational services and the success of students so that the population may attain the highest level of formal education and qualification.

Under section 209.1, in the development of the board’s Commitment-to-Success Plan, the school board must incorporate into its Commitment-to-Success Plan the strategic directions and objectives of the MEES strategic plan and should take into account:

- ✓ the objectives of the strategic plan determined by the Minister.
- ✓ the policy directions, objectives or targets determined by the Minister, under section 459.2, based on the situation of each school board.

Groups that Collaborated in the Development of the Plan

The present document was produced by the English Montreal School Board in collaboration with representatives from the following:

- Council of Commissioners
- Management Table (directors, assistant directors)
- Management Advisory Committee (including board level directors and principals of schools and centres)
- Consultants from the Educational and Technology Services department
- Consultants and professionals from the Student and Complementary Services department
- All principals from schools and centres
- Teacher representatives from the Educational Policies Committee
- Union representatives from MTA, APPA, QFL (Local 800)
- EMSB Parents Committee
- Advisory Committee for Special Education Students
- English Montreal Student Advisory Committee

Groups Consulted on Initial Draft

- EMSB Parents Committee
- Advisory Committee for Special Education Students
- All school and centre governing boards
- Various associations:
 - Association of Montreal School Administrators
 - Association of English Montreal Board Administrators
 - Association québécoise des cadres scolaires, (local chapter)
- Various unions:
 - Montreal Teachers Association
 - Association professionnelle du personnel administratif inc.
 - Quebec Federation of Labour, local 800
 - Syndicat des professionnelles et professionnels du milieu de l'éducation de Montréal (local chapter)

School Board Context

The territory of the Board extends from the eastern extremity of the Island of Montreal, south and west, to the limits of Verdun, LaSalle, Lachine and Dorval and, north west, to Dollard-des-Ormeaux, Roxboro and Pierrefonds/Senneville.

The EMSB serves the following fourteen (14) boroughs and six (6) municipalities: Ahuntsic/Cartierville, Anjou, Côte-des-Neiges/Notre-Dame-de-Grâce, Mercier/Hochelaga Maisonneuve, Montreal-North, Outremont, Plateau-Mont-Royal, Rivière-des-Prairies/Pointe-aux-Trembles, Rosemont/Petite Patrie, Saint-Laurent, Saint-Léonard, South-West, Ville Marie, Villeray/Saint-Michel/Park Extension; Mont-Royal, Montreal-East, Westmount, Côte-Saint-Luc, Hampstead and Montreal-West.

The Board has a network of 33 elementary schools, 14 secondary schools, 2 elementary/secondary schools, 13 outreach schools and social affairs schools.

In addition, the Board oversees 10 adult education and vocational training centres.

The total number of students enrolled in elementary school for the academic year 2017-2018 is 11,408. In secondary school, outreach and social affairs, the number of students enrolled is 8100. Our adult and vocational centres educate over 20,000 students per year.

CHARACTERISTICS OF THE COMMUNITY WE SERVE

- Throughout the territory, we serve families that live in areas that are economically disadvantaged. According to a socio-economic environment index (*IMSE – Indice du milieu socio-économique*), there are 15 elementary schools that fall within the 8-10 decile ranking. In secondary, outreach and social affairs, 16 of our schools fall within the same ranking.
- The eastern sector of the population that attend our schools is more culturally homogeneous, whereas the western sector is more diverse.
- The Board serves over 50 different cultural communities; there are over 50 different languages spoken within the home setting.
- The proportion of students born outside of Canada is approximately 10% at both the elementary and secondary levels.
- The international student population has been increasing in all sectors: youth, adult and vocational.
- Students with special needs constitute 25% of the student population and receive special services to assist them in their learning. At the elementary level 87.1% of these students are integrated into regular classrooms while at the secondary level, 86.7% are integrated (2016-2017 statistics).
- Parents are active participants in school governance and volunteer their services, particularly at the elementary level.

EMSB SCHOOLS AND CENTRES

ELEMENTARY SCHOOLS

Bancroft	East Hill	Gerald McShane	Nesbitt	Sinclair Laird
Carlyle	Edinburgh	Hampstead	Our Lady of Pompei	St. Dorothy
Cedarcrest	Edward Murphy	Honoré Mercier	Parkdale	St. Gabriel
Coronation	Elizabeth Ballantyne	John Caboto Academy	Pierre de Coubertin	St. Monica
Dalkeith	F.A.C.E.	Leonardo Da Vinci Academy	Pierre Elliott Trudeau	St. Raphael
Dante	Gardenview	Merton	Roslyn	Westmount
Dunrae Gardens	General Vanier	Michelangelo	Royal Vale	Willingdon

SECONDARY SCHOOLS

F.A.C.E	L.I.N.K.S High School	Marymount Academy International	Westmount High School
James Lyng	LaurenHill Academy	Rosemount High School	
John F. Kennedy	Laurier Macdonald High School	Royal Vale High School	
John Grant High School	Lester B, Pearson High School	Royal West Academy	
John Paul I High School	M.I.N.D. High School	Vincent Massey Collegiate	

SOCIAL AFFAIRS, OUTREACH SCHOOLS AND PUPIL PLACES

Cité Des Prairies	Perspectives I
Elizabeth High School	Perspectives II
Focus	Programme Mile End
Mountainview School	Venture
Option II	Vezina
Outreach	
Mackay Centre	Montreal Children's Hospital, Shriners' Hospital and St. Justine Hospital
Philip E. Layton	Sir Mortimer B. Davis and Marie Enfant

ADULT / VOCATIONAL CENTRES

Galileo Adult Education Centre	Laurier Macdonald Vocational Centre
High School of Montreal Adult Education Centre	Pius Culinary and Business Centre
James Lyng Adult Education Centre	Rosemount Technology Centre
John F. Kennedy Adult Education Centre	Shadd Health & Business Centre
St. Laurent Adult Education Centre	Wagar Adult Education Centre

A. Background

The creation of the English Montreal School Board dates from 1998, at which time the confessional school boards were replaced by linguistic school boards. The English Montreal School Board was formed, in large part, of schools and of staff which had previously been associated with the English sections of the Protestant School Board of Greater Montreal, the Montreal Catholic School Commission, the Jérôme de Royer School Commission, and Sainte-Croix School Commission.

The evolving concept of student success

Since the year 2000, school boards in Quebec have been encouraged and required to adopt a formal plan of concrete measures to improve the success of their students. At that time, school boards adopted Strategic Plans and schools (primary and secondary) and centres (adult and vocational) adopted School Success Plans, complementing the Educational Project; these plans analyzed the institution and its students and established objectives for school improvement. In 2002, these plans were incorporated into the Education Act.

In 2008, amendments to the Education Act (Bill 88) added the production of a Partnership Agreement between each school board and the Ministry, and a Management and Educational Success Agreement (MESA) between each school and centre and its school board. These agreements involved the establishment of a more detailed action plan for the achievement of student success, using measurable indicators and the setting of targets in five key areas designated by the Minister. The boards and their schools and centres have reported annually on the progress achieved and have been expected to incorporate evidence-based decision-making into the adaptation of their strategies to achieve their targets.

Observers of the educational system have identified and discussed a large variety of indicators in the measurement of educational success. Certain indicators focus on the success of the student: for example, the mastery of specific knowledges and concepts, the development of curricular competencies and soft skills, the acquisition of a specific skill that will allow an adult learner to enter the workforce, the achievement of full potential for a student with severe intellectual impairments, the appropriation of social and emotional skills, et cetera.

Other indicators focus on the success of the delivery of educational services: the graduation and qualification rate, the pass rate in a specific subject, the efficiency of the school and the school board as a unit of management and adapting the school system to the specific needs of its school population and its community, et cetera.

Success means different things for different people. The education ministry has for years used the indicator “success rate” to refer to the percentage of students that have completed a particular course or program with a passing grade. While acknowledging the legitimacy of other definitions and indicators, this plan uses the current ministerial definition of success.

The present Commitment-to-Success plan (CSP) is being adopted pursuant to amendments to the Education Act (Bill 105) L.Q. 2016, chapter 26, and the accompanying Policy on Educational Success.

At the time of the development of this Commitment-to-Success plan (early 2018), the Board's Strategic Plan and Partnership Agreement are still in effect until June 30, 2018.

The Board's Strategic Plan contains four strategic orientations:

- promote and foster a culture of student success,
- provide a safe, secure, healthy and welcoming environment,
- build a professional learning community and
- develop and foster active community relations and partnerships.

The Board's Partnership Agreement contains the five goals determined by the Minister, complemented by objectives, strategies and targets determined by the Board.

It is evident from the successive Annual reports of the School Board, the most recent being for the 2016-2017 school year, that significant progress has been made in nearly all the various objectives and targets set out in the Partnership Agreement.

- The graduation and qualification rate for students (after 7 years) has increased from its baseline of 82.9% in 2008 to 88.6% in 2016, surpassing the target of 88% set for the Board for 2020.
- The number of students leaving without a diploma has decreased in the last 3 years, from 17.7% in 2013 to 15.8% in 2015.
- Student results in French reading and writing at both the elementary and secondary level have improved significantly from the baseline year of 2010. In nearly all categories, the targets have been surpassed.
- In the areas of English reading and writing, the results of students at both the elementary and secondary levels have surpassed the targets in every category.
- The graduation/qualification rate of students with special needs for the 2008 and the 2009 7- year cohorts is 67.6% and 66.1% respectively.
- The completion rate in the WOTP Program certificates, both Pre-Work and Semi-Skilled, has surpassed targets.

- The results of the **OurSCHOOL** (formerly known as **Tell Them From Me**) surveys of student attitudes concerning victimization resulting from moderate to severe bullying, and concerning feeling safe at school have been relatively unchanged.
- The number of students under the age of 20 who have registered in a Vocational Training program for the first time has increased significantly from 208 students in 2008 to 383 in 2016, thus surpassing the targets set in the Partnership Agreement. These increases are, in part, the result of registrations in new programs which the board has been authorized to offer for the first time, and increases in the registrations in these programs and the older programs by both international and local students.

In addressing each of these goals, Board staff have been making use of data to monitor progress towards the established targets and have gradually been developing a greater sensitivity to which strategies and measures are having a positive impact.

B. The consultation: challenges and concerns

In preparing the Board's present Commitment-to-Success plan, a wide consultation was carried out, which went beyond the requirements of the Education Act. Commissioners, senior management, school administrators, professionals, parents' and student committees, unions and governing boards were all invited to reflect on the current challenges which relate to student success and to participate in determining the new priorities and objectives which will guide the Board in the years to come. In several cases, a second consultation was held to present to a group an overview of the results of the first consultation and to continue the discussion with a view to the identification of priorities.

A wide and rich variety of observations were made by the various parties, identifying strengths and weaknesses, achievements and concerns. Within each group, there were both pre-occupations with daily operational issues and, at the same time, a more extensive vision of systemic issues, relevant and deserving of attention. The consultation process also demonstrated that there are a great many differing concepts of what student success means and implies.

The process of distilling this 'raw material' into a coherent set of orientations has required separating which expectations are under the jurisdiction of the school board and its educational establishments and which are under those of the Ministry of Education, the government, or society as a whole.

Of the many expectations which fall under the Board's jurisdiction, there are some that fall outside the scope of this Commitment-to-Success plan. The Minister has invited the Board, in adopting this plan, to exercise its discretion within the current frameworks, neither by adding to nor subtracting from the existing rules and obligations.

Furthermore, the objectives and targets which constitute the Commitment-to-Success plan must have a direct measurable impact on student success for all. There are other expectations which, while not quantifiable, are no less important. These form an important asset for the Board and its constituencies to remind decision-makers and students, parents and community, of the overall expectations and hopes for student success.

C. Consultation results: challenges for student success and their context

There was an overall consensus that the Board is facing significant challenges which have an impact on student success, some of which can be addressed in the Commitment-to-Success plan.

1. Declining enrolment

The Board has been facing a declining enrolment in the youth sector in recent years.

The impact that this has on student success -both observed in recent years and apprehended in the future – is reflected in the Board's capacity to offer a variety of services and programs to its students. Dwindling enrolment places a strain on the viability of a school: the presence of administrative staff, the availability of consultants, of counsellors, of specialized teachers etc.

The closing of small schools, especially elementary schools, is often heart-wrenching for the Board and the families alike; increased travel times and bussing, unfamiliar environments. On the other hand, the secondary students consulted are of the opinion that a larger school allows additional programs to be offered (e.g. a regular and enriched course in the same subject; additional options, etc.). During the consultation process, commissioners made reference to a conscious decision of the Board to maintain the presence of schools in every region of the Board's territory.

In part, this decline in enrolment parallels an overall decline in the English-speaking community in Québec and Montreal, accelerated since the mid-1970s. As well, the particular eligibility requirements for students wishing to attend English-language schools, in the Charter of the French Language has contributed significantly to this tendency over the last several decades.

There are students who are eligible to attend the Board's schools, but who are attending other schools: English-language private schools. French-language schools and home schooling. QESBA has estimated that up 10,000 English-eligible students attend French schools across the province.

The Board has addressed these issues through information and publicity campaigns to reassure parents who may have concerns about the ability of their children to integrate into contemporary society in Quebec. The Board has also, in its Strategic Plans and Partnership

Agreements, placed great emphasis on the improvement of student results in French; in recent years, these results have indeed improved.

Issues concerning school accessibility can also have an impact on enrolment. Parents have strong feelings about students spending long periods on school buses, and this may encourage some of them to seek other schools for their children. Similarly, the consequences of zones for school attendance, when it is not aligned with the preferences of a particular family, may lead to consequences for enrolment.

The Board's enrolment has been supplemented by the presence of international students, in the youth, adult and vocational sectors. International students contribute to class and cohort sizes, and also contribute to the Board's revenue through their tuition fees giving the Board a greater flexibility in its expenditures. However, the presence of international students does present certain challenges for pedagogy. Should government policies on immigration or the rules surrounding the distribution of tuition fees change, the Board would have to re-examine its current approach to international students.

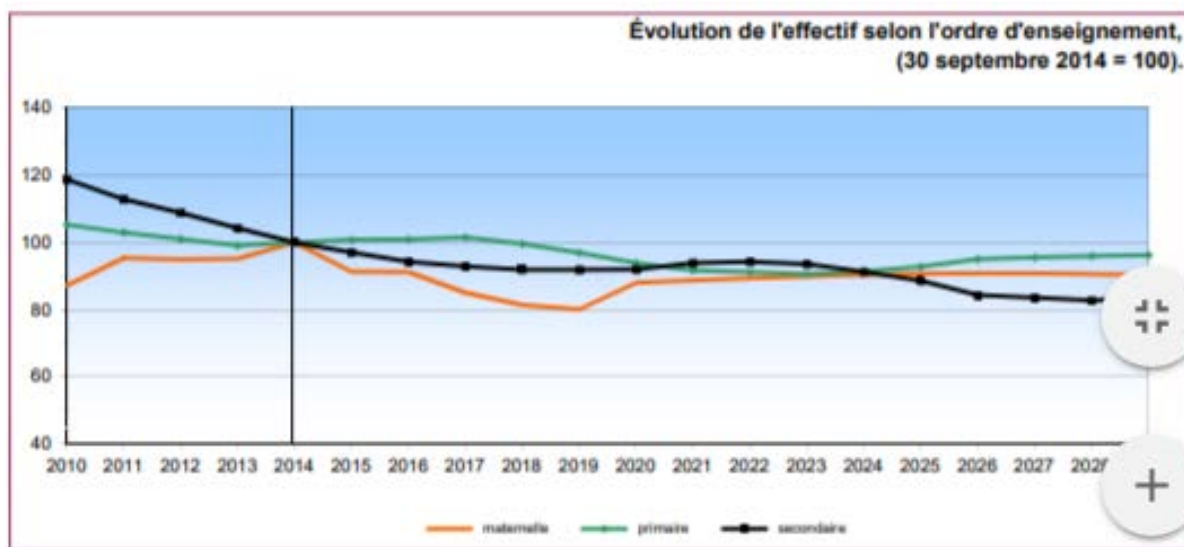
The enrolment in the Board's adult and vocational sectors, not subject to the eligibility restrictions of the youth sector, is more responsive to orientations taken by the Board. While the attribution of authorizations to a board to offer individual vocational program is controlled by the Ministry, the Board, through a variety of measures, has the ability to influence its enrolment in these sectors.

These include: encouragement to younger students to enter vocational training, including closer collaboration between vocational centres and high schools; co-operation with business and industry; developing orientations geared towards lifelong learning activities in the community, and attraction of international students. The Minister's Policy on Educational Success says at p. 14:

a large number of young people between the ages of 16 and 19, and a growing number of people over the age of 55 are enrolling in adult general education. Although young people between the ages of 16 and 19 make up a large proportion of enrolments in adult education centres, these centres also cater to older people who want to obtain a qualification, a diploma or the prerequisites needed to enrol in vocational training or higher education. Adapting program offerings to labour market needs is important to young people and adults as well as to the various economic sectors.

Ministry projections (see Graph 1) of this Board's youth sector enrolment suggest that the worst of the declining enrolment has passed, and that relatively stable enrolments can be expected in the very near future. The official enrollment in 2014-2015 was 19,615 students. The projected enrollment for 2019-2020, 2021-2022 and 2023-2024 are 18,257, 18,099 and 17,995 students respectively. Nonetheless, the Board is aware that the size of its enrolment is quite sensitive to changes in the political and economic climate in Quebec and Canada which cannot be predicted.

Graph 1: Prévission de l'effectif de la commission scolaire English-Montréal (887), réseau public au secteur des jeunes, en formation générale à temps plein, langue d'enseignement : anglais.



Source: MEES DSID, 2016

2. International Students: the need for special training for their teachers

Many international students, in the youth, adult, and vocational sectors, speak little English when they arrive at the Board's schools. The Board is aware that the parents and adult students have chosen an English-language board because of instruction in English. A considerable number of these students are concentrated in schools close to the downtown (business) area. Their teachers thus have to teach classes composed of both English (mother tongue) and English (second language) students, although many of these teachers have no training in English as a Second Language (ESL). Thus, there is a challenge for the school success of students in these classes. The teachers recognize that some additional resources have been put in place to address some of these concerns, but also indicate that more resources are required.

3. Increasing number of students with special needs: evolving needs for resources and support

The mission of the school to help all its students, including those with handicaps, social maladjustments or learning disabilities has preoccupied our educational system in the last generation. In 1999, the Ministry adopted its policy on special education *Adapting Our Schools to the Needs of All Students* which re-affirmed the rights of students with special needs, recognised the need for early intervention, outlined various adaptations of educational services to better suit the needs of students, articulated the Individual Education Plan (IEP), suggested orientations for students at-risk, etc.

Since then, much effort has been made by the Quebec educational community to integrate students with special needs into regular classes whenever possible and to encourage differentiated teaching so that that each student can receive appropriate instruction.

Early intervention and greater sensitivity to students' needs has resulted in the number of students identified “at-risk”, handicapped, social maladjustments or with learning disabilities, which was close to 13% when the policy was adopted in 1999, rising to close to 25% across the province in recent years.

While much effort has been put into helping teachers to be more effective with all their students, during the consultation it was noted that Child Care Workers - attendants and special education technicians - who accompany students with special needs in elementary schools require additional training so that their contribution to their students' success can be more effective. The division of responsibilities between teachers and Child Care Workers could be better understood to ensure a more productive working environment. As well, it was suggested that daycare educators who also are working with an increasing number of students with special needs receive additional training to increase their competencies in better serving the needs of these students.

Parents of students with special needs acknowledge that the Board provides services beyond the budgets earmarked by the Ministry, and are satisfied with the quality of such services. At the same time, they recognize that there will never be enough services for their children.

Parents of students with special needs expressed particular concern about the lack of services available for their children after the age of 21. They also felt the emphasis put on the obtaining of a diploma or qualification as the only valid indicator of success for students with special needs was incomplete and that success should be measured in other ways.

Issues of continuity and transition were also raised: some students with special needs who receive substantial support and accompaniment in elementary school find the transition to secondary school, without this personalized support, difficult. As well, the government's Special Education Policy does not apply to the Adult Education Sector, although many students with special needs attend Adult Education following their sojourn in the Youth Sector. The absence of formal recognition of special needs, of coding, of IEPs, and the financing of individualized support is an impediment to the success of some of these adult students. As a consequence, there is, at present, no Ministry-initiated professional development in the areas of special needs and differentiated teaching for Adult Education teachers.

Additionally, various participants in the consultation process suggested that support to students with special needs would be more successful if there were a greater collaboration and sharing of information with the health care sector.

4. Meeting the needs of ALL students.

While it is acknowledged that the Board is paying close attention to its students with special needs, both students and parents in the consultation process indicated that the ongoing needs of other students may not be receiving equivalent attention. Thus for 'regular' students, or those who could be considered 'gifted', there is the risk that they may not be sufficiently challenged to develop their full potential. In some cases, this can lead to boredom and disinterest in the curriculum with the result that they may neglect their studies and underperform.

Another consequence is that some parents might decide to withdraw their children from the public school system in the hope that private schools would offer more intellectual stimulation.

The minister's Policy on Educational Success echoes these pre-occupations.

Research indicates that parental engagement is a major contributing factor to students' educational success. While there is great parental involvement within our schools, some parents expressed a desire for a greater number of parents to become involved, particularly at the secondary level.

5. Promoting 21st century technical skills in a context of limited resources

There is a large consensus amongst those consulted that, in order to succeed in the 21st century employment market, students will have to demonstrate a high level of digital literacy. The challenges to student success in this domain concern both the accessibility to equipment (computers and other hardware in the classroom), the necessary adaptation of the curriculum to integrate new technology and changing requirements of the labour market, and - seen as the most important challenge - the availability of skilled teachers to both use technology appropriately in the classroom and to transfer competencies on the use of these technologies to their students.

The Minister's Policy on Educational Success (pp. 14-15) recognizes these issues and adds that mastery of digital technologies is an important component of social integration and civic participation, as is their ethical and responsible use.

6. Preparing students for the ‘real world’

The Education Act states that the mission of a school is:

- to impart knowledge to students,
- to foster their social development and
- to give them qualifications, while enabling them to undertake and achieve success in a course of study.

While report cards monitor and communicate the progress towards qualifications (graduation) and information about some kinds of knowledge, it is more problematic to communicate to parents about their children's social development and knowledge outside of curricular disciplines.

In the consultation process, parents expressed strong expectations that the school would prepare their children to succeed in the 'real world' after they left school. Integral to their conception of 'student success' is their children's mastery of so-called soft skills: interpersonal relations, techniques of personal organization, dealing with conflict and stress, critical thinking abilities, appropriating various life skills (for example, financial literacy, home economics, woodworking), and significant social integration into and engagement with their community. Parents are concerned that the ever-changing requirements of society, and the labour-market in particular, may leave their children behind. While administrators found it revealing that students wanted hands-on subjects as part of the curriculum, they also noted that the compulsory subject requirements of the Basic School Regulations leave little time for the addition of such programs unless time allocations for existing programs are reduced.

Students on the other hand, corroborated by teachers, professionals and principals, testified to the attention paid to these skills in the ‘reform curriculum’, the Quebec Education Program; the emphasis on problem-solving, on the social construction of knowledge, on the development of critical thinking, etc.

This challenge may be one of communication, of finding ways to help parents understand how the curriculum and pedagogy in the classroom have evolved since their time at school, of finding ways to communicate and affirm to the parents that these skills are indeed being developed.

Both parents and students questioned whether students are receiving adequate guidance to help them make educational and career choices. The students consulted, in particular, raised the issue of the choices available to ‘average’ or ‘low-performing’ students.

7. Anxiety and mental health issues

A factor which appears to be becoming a growing challenge to student success is the increase in the anxiety levels of students, their teachers and other Board staff. In extreme cases, it leads to mental health issues and the progressive inability of students or staff to carry out their responsibilities.

This challenge to student success is perceived by all the constituencies. In the opinion of the students who participated in the consultation, these issues had a greater impact on student success than matters of curriculum and pedagogy.

The survey of student attitudes, **OurSchool** (formerly **Tell Them from Me**) clearly shows that students, even a substantial number at the elementary level, are feeling anxious at school (during, before and after school) and that not all have the information or the personal resources about how to cope with the pressures and discomforts that they feel. In addition, as the end of the elementary or secondary school approaches, students are increasingly aware of the impact that their marks can have on their access to certain schools or programs. Elementary school teachers have commented on the high level of anxiety their students feel at examination time, especially at the end of cycle 3, for a variety of reasons.

Principals observed that their students do not have enough access to psycho-educators and guidance counsellors to help them through their problems. As part of the consultation, it was noted that as an English school board, the EMSB has had a tendency to find in-house solutions to challenges. It was suggested that the Board make greater use of the specialized services offered by the Health and Social Services Sector.

Teachers, professionals, principals and Board administrators all expressed concern about their own rising levels of stress and risks to their mental health. A tendency to add new responsibilities without withdrawing old ones, austerity leading to staff and budget cuts, and the time and energy required to respond to increasing demands for accountability were cited in many different ways.

During the consultation, union representatives articulated that their members have an impact on the success of students. While they may not be the classroom educators, their contribution to the climate and environment of the school --- whether it is in food services, building maintenance, secretarial services or pedagogical support, work with students with special needs, et cetera--- is an essential element in providing the conditions for student success.

The union representatives want to work with the Board to find solutions to the levels of stress and anxiety faced by their members. In particular, perceptions of job jurisdictions of various staff members sometimes overlap and may cause conflict which might be attenuated by a new structure of conflict resolution.

“Parents’ expectations are growing... (parents are) more inclined to request that teaching and learning be adapted to their children’s needs, interests and aptitudes.” (Policy on Educational Success). Teachers value a productive relationship with parents. They appreciate parents paying attention to their children's schoolwork, by encouraging them to do their homework and promoting the values of education. However, the desire of some parents to take a more active role in influencing the teachers' role and methods in the

classroom can lead to some misunderstandings and even conflict as to respective responsibilities, roles and jurisdiction.

When translated into an increase in the number of sick days taken by staff and the effect of teachers leaving the profession, anxiety and stress amongst school board staff is a challenge to the success of students.

8. Teaching competencies: evaluation and upgrading

As teaching is a key element in the achievement of student success, there was considerable attention paid by the consultation participants with how the quality of teaching can be observed, evaluated and improved.

Concerns were expressed about the consequences of competition amongst school boards in recruiting new teachers, especially in such areas as math/science and French.

Students would like to provide feedback to their teachers, to be able to tell teachers what they are doing well and to help them identify areas for improvement in order to make their teaching more engaging. As students, they have the greatest opportunities to observe both the teaching methods and their impact on fellow students.

Teachers expressed regret that their principals appeared to be too overburdened with other tasks and find it difficult to find the time to exercise their role as pedagogical leaders in the school.

There were many suggestions on the role, structure and impact of pedagogical development (skills upgrading). All staff agree that there should be ongoing upgrading of skills, whether in the uses of technology in the classroom, improvements in differentiated teaching, the mastery of new course material, methods of evaluation, etc. Participants acknowledged that such professional development activities had an increased impact when integrated into their daily work; one-shot training sessions without follow-through into the classroom, while possibly of intellectual interest, were not likely to have a discernible positive impact on student success in the classroom. It was suggested that a wider use of PLCs (professional learning communities) and an increased joint organization of the process by teachers, consultants and principals would be a good first step to improving the effectiveness of professional development activities.

The need for ongoing professional development and skills upgrading for the non-teaching staff was also expressed.

9. The school and the community

The relationship between the school and its community has an impact on the success of students.

The development of socialization competencies, one of the priorities in the Education Act, invites students to learn about, know, and be engaged with their communities. Student volunteering in the community teaches students about the needs of their neighbours and contributes to alleviating local problems. Guest speakers from community organization bring an added dimension to classroom learning by encouraging students to persevere, by providing role models for different career paths and by cultivating positive relationships with other institutions in the community. A variety of services such as tutoring, mentoring and food programs are provided in the schools by community organizations.

D. MEES Objectives and EMSB Objectives

MEES OBJECTIVE 1

Graduation and qualification

To increase the success rate of students by 2030:

- 85% of students under the age of 20 will obtain a first diploma (Secondary School Diploma or Diploma in Vocational Studies)
- 90% of students will obtain a first diploma or qualification

The MEES has set an intermediary objective for 2022:

- 84% of students under the age of 20 will obtain a first diploma (Secondary School Diploma or Diploma in Vocational Studies) or a first qualification.

The MEES success rate is determined by examining the rate of graduation and qualification of students seven years after they start secondary 1. The data follows those students who were registered with a board in that year. Any graduation or qualification of those students in that seven year period, whether it be in the youth, adult or vocational sectors, or in the same or another school board in Quebec, is included in this calculation.

Table 1: 5, 6 and 7 Year Success Rates, Province-wide and EMSB (%)

	2006 Cohort (followed until 2012-2013)			2007 Cohort (followed until 2013-2014)			2008 Cohort (followed until 2014-2015)			2009 Cohort (followed until 2015-2016)		
	5 Yr.	6 Yr.	7 Yr.	5 Yr.	6 Yr.	7 Yr.	5 Yr.	6 Yr.	7 Yr.	5 Yr.	6 Yr.	7 Yr.
All of Quebec	63.8	72.2	75.8	65.2	73.8	77.7	65.9	74.8	78.8	67.4	76.2	80.1
Public Schools	58.3	67.7	71.9	59.5	69.3	73.8	60.1	70.2	74.9	61.7	72.0	76.5
Private Schools	86.6	90.9	92.2	87.0	91.2	92.8	87.4	91.8	93.3	87.6	91.8	93.1
EMSB	78.6	85.0	87.8	75.7	85.3	87.9	77.7	86.6	89.4	78.7	87.0	88.6

Source: MEES Diplomation et qualification par commission scolaire au secondaire Éditions 2015 and 2017

Table 1 lists the 5, 6, and 7 year success rates for the EMSB, all English and French schools, all public school boards, and private schools, as well as the overall Quebec total. The EMSB success rate, at 88.6% is the second highest for all the Quebec public school boards, both French and English. La Commission Scolaire des Découvreurs currently (2016) has the highest success rate (89.7%).

Table 2: Contribution by sector to success rate (%)

	2004 Cohort (followed until 2010- 2011)	2005 Cohort (followed until 2011-2012)	2006 Cohort (followed until 2012- 2013)	2007 Cohort (followed until 2013-2014)	2008 Cohort (followed until 2014- 2015)	2009 Cohort (followed until 2015- 2016)
Youth Sector	77.2	76.4	81.5	80.7	81.9	82.6
Adult Sector	6.4	5.8	6.0	7.1	7.1	5.9
Vocational Training	0.5	0.1	0.2	0.2	0.3	0.1
Total	84.0	82.3	87.8	87.9	89.4	88.6

Source: Portrait des statistiques Ministérielles, 2017

Table 2 shows the contribution of each of the sectors (youth, adult and vocational) to the success rate. The adult and vocational graduations will generally appear in the 6th and 7th year.

Table 3: Contribution of graduation rates and qualification rates to success rate (%)

	2004 Cohort (followed until 2011)	2005 Cohort (followed until 2012)	2006 Cohort (followed until 2013)	2007 Cohort (followed until 2014)	2008 Cohort (followed until 2015)	2009 Cohort (followed until 2016)
Qualification rate	0.1	0.3	0.5	0.9	1.5	1.2
Graduation rate	83.9	82.1	87.3	87.1	87.9	87.4
Total	84.0	82.3*	87.8	87.9*	89.4	88.6

Source: Portrait des statistiques Ministérielles, 2017, Diplomation et qualification par commission scolaire au secondaire, édition 2017

**Please note that it may appear that numbers do not add up correctly. This is due to rounding off numbers at the Ministry level*

Table 3 shows the contributions of **graduations** SSD (Secondary School Diploma) and DVS (Diploma in Vocational Studies) and **qualifications** (Work Oriented Training Program certificates) to the total success rate.

In the last several years, the EMSB’s success rate has risen from 82.3% to 88.6%.

EMSB Objective 1:

To increase the success rate of students under the age of 20 who obtain their first diploma or qualification from 88.6% in 2016 to 91.0% by 2022.

As there are obligatory subjects required for graduation (mathematics, science, history, languages). The Board will monitor and set objectives for these.

Table 4: Global Success Rates in Secondary 4 Mathematics, Science and Technology, History of Quebec and Canada and Histoire du Québec et du Canada for EMSB and Quebec Public Schools (%)

	English Montreal School Board Success Rates				Quebec Public Schools Success Rates			
	2014	2015	2016	2017	2014	2015	2016	2017
Mathematics	52.8	50.8	68.1	63.3	56.4	54.4	68.5	65.2
Science & Technology	77.0	77.0	79.3	87.2	75.9	75.5	77.7	84.1
History of Quebec & Canada	68.6	65.5	77.8	74.6	72.0	67.2	77.9	73.2
Histoire du Québec et du Canada	88.7	88.3	92.4	94.6	79.8	78.6	85.9	80.7

Source: Charlemagne, 2017

Subjects (Secondary):

Mathematics Secondary 4

EMSB Objective 1.1:

To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022.

Table 5: Global Success Rates in Secondary 4 Mathematics (%)

Year	English Montreal School Board Success Rates				Quebec Public Schools Success Rates			
	2014	2015	2016	2017	2014	2015	2016	2017
Mathematics	52.8	50.8	68.1	63.3	56.4	54.4	68.5	65.2

Source: Charlemagne, 2017

Table 5 shows that the EMSB success rates in Mathematics CS&T secondary 4 have risen and fallen in parallel with the provincial rates, while being slightly lower.

In 2016, there was a significant increase in success rate from 50.8% to 68.1%, which is attributed to a modification in the content of the program.

Science and Technology Secondary 4

Objective 1.2: To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022.

Table 6: Global Success Rates in Secondary 4 Science & Technology (%)

Year	English Montreal School Board Success Rates				Quebec Public Schools Success Rates			
	2014	2015	2016	2017	2014	2015	2016	2017
Science & Technology	77.0	77.0	79.3	87.2	75.9	75.5	77.7	84.1

Source: Charlemagne, 2017

Table 6 shows that the EMSB success rates in Science and Technology secondary 4 have been parallel to the provincial rates, while being slightly higher.

History/Histoire, Secondary 4

Objective 1.3: To increase the June global success rate of students in secondary 4 History & Citizenship (History of Quebec and Canada*) from 74.6% in 2017 to 78.0% by 2022.

Objective 1.4: To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada* greater than 90% through 2022.

Table 7: Global Success Rates in Secondary 4 History of Quebec and Canada, and Histoire du Québec et du Canada (%)

Year	English Montreal School Board Success Rates				Quebec Public Schools Success Rates			
	2014	2015	2016	2017	2014	2015	2016	2017
History of Quebec and Canada	68.6	65.5	77.8	74.6	72.0	67.2	77.9	73.2
Histoire du Québec et du Canada	88.7	88.3	92.4	94.6	79.8	78.6	85.9	80.7

Source: Charlemagne, 2017

*The results in Table 7 are for the course which, until 2017, has been called History and Citizenship. Henceforth, the course will be known as History of Quebec and Canada.

The results in History, which have risen in recent years from 68.6% to 74.6% have closely paralleled the provincial average, while the results in Histoire, which have risen from 88.7% to 94.6%, have significantly surpassed the provincial average.

Subjects (Elementary):

The Board has decided to monitor the core subjects (mathematics and languages) in the elementary schools. The languages appear under MEES Objective 4.

Mathematics 6 (Cycle 3 year 2)

EMSB Objective 1.5: To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.3% in 2017 to 75.0% by 2022.

Table 8: EMSB Success Rates in End-of-Cycle 3 Mathematical Reasoning Component of the MEES Examination (%)

Year	Success Rate on EOC3 Mathematical Reasoning (C2)
2014	65.7
2015	63.8
2016	64.4
2017	74.3

Source: EMSB Local Data, 2017

Competency 2 (Mathematical Reasoning) is the more objective indicator of student performance at this level. Results have been relatively stable from 2014 until 2016. A plausible explanation for the significant increase in success rate in the 2017 examination is that there was a good balance between the complexity and difficulty of the examination.

MEES OBJECTIVE 2

Equity

To reduce the gap in success rates between various groups of students by 50% by 2030

The Policy on Educational Success speaks of success for all students. Some students are at greater risk of not completing their studies successfully due to a variety of factors. The Minister has invited Boards to reduce the gap in success rates within certain specific groups of students.

Objectives:

- **to reduce the gap in success rates between regular students and students with special needs**
- **to reduce the gap in the success rates between advantaged/intermediary schools and disadvantaged schools**
- **to reduce the gap in the success rates between boys and girls**
- **to reduce the gap in the success rates between first generation immigrant students and non-immigrants**

The MEES has set an intermediary target for 2022, for each of the objectives above:

- to reduce the gap in the success rates between regular students and students with special needs from 34.1% in 2016 to 25.3% in 2022 (Public sector only)
- to reduce the gap in the success rates between advantaged/intermediary schools and disadvantaged schools from 8.9% in 2016 to 6.5% in 2022 (Public sector only)
- to reduce the gap in the success rates between boys and girls from 10.1% in 2016 to 6.1% in 2022 (Province-wide)
- to reduce the gap in the success rates between first generation immigrant students and non-immigrant students from 4.1% in 2015 to 3.0% in 2022 (Province-wide)

Table 9: 7 Year Success Rates of Regular Students and Students with Special Needs (%)

		2008 cohort (followed until 2014-2015, 7 year graduation rate)	2009 cohort (followed until 2015-2016, 7 year graduation rate)
Public sector	Regular Students	82.4	83.8
	Students with Special Needs*	48.3	51.8
EMSB	Regular Students	93.9	94.2
	Students with Special Needs	67.6	66.1
	Gap between Regular Students and Students with Special Needs	26.3	28.1

Source: *Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2017*

*Students with Special Needs are defined as Secondary 1 students who have an exceptional code on September 30th of that year.

Exceptional codes are generally given to students with handicaps, social maladjustments or learning difficulties. These students are often referred to as students with special needs. In the past, a significant number of students with exceptional codes had difficulty completing their secondary school studies. In recent years, two innovations have contributed to the greater success of these students: i) the Ministry's Policy on Special Education which increased the capacity of Boards to adapt their services, and ii) the introduction of the Work Oriented Training Programs which provide training appropriate for some students with special needs. As a result, the success rate of students with exceptional codes has increased, although there is still a significant gap when compared to other students.

The Minister's objective is to decrease the gap between the success rates of these two groups of students by 50% by 2030. At the EMSB in the last two years, the gap between the success rates of these two groups of students has shown a slight increase from 26.3% in 2014-2015 to 28.1% in 2015-2016. The corresponding gap at the provincial level for the same two years is 34.1% and 32.0%. The Board intends to further ensure that students with exceptional codes continue to be successful.

EMSB Objective 2.1: To reduce the gap in success rates between regular students and students with special needs from 28.1% in 2016 to 23.1% by 2022.

The Ministry categorizes schools according to a socio-economic environment index (IMSE – *Indice du milieu socio-économique*) which measures the education level of the student’s mother and the employment level of the student’s parents.

School are divided into 10 levels and 3 categories; schools in decile 1 to 3 are considered as advantaged schools, decile 4 to 7 are considered as intermediary schools and decile 8 to 10 are considered as disadvantaged schools.

Table 10: 7 Year Success Rates of Students in Different Socio-Economic Index Schools (%)

		2008 cohort (followed until 2014-2015, 7 year graduation rate)	2009 cohort (followed until 2015-2016, 7 year graduation rate)
Public sector	Advantaged*	81.0	82.6
	Intermediary**	75.6	77.4
	Disadvantaged***	69.0	70.3
EMSB	Advantaged	100.0	100.0
	Intermediary	93.0	91.8
	Disadvantaged	81.0	79.7

Source: *Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2017*

* Advantaged Schools are defined as schools in Deciles 1, 2 and 3

**Intermediary Schools are defined as schools in Deciles 4, 5, 6 and 7

***Disadvantaged Schools are defined as schools in Deciles 8, 9 and 10

Within the EMSB, there is only one high school that falls in the advantaged category of the decile ranking (class 1). There are seven regular high schools that fall in the intermediary category. There are seven regular high schools that fall within the disadvantaged category, as well as two Outreach schools. Approximately half of the EMSB student population attend high schools within the advantaged and intermediary categories (decile 1-7), while the other half attend high schools in the disadvantaged category (deciles 8-10).

For the past 25 years, disadvantaged schools have been receiving substantial additional funding from the MEES (Joining Forces; New Approaches, New Solutions), while advantaged and intermediary schools have not. Schools that receive substantial additional funding are able to implement extra programs, hire additional personnel or purchase new equipment. The aim of this initiative is to create a greater sense of belonging, by giving students access to experiences and opportunities that they might not otherwise have. In general, these additional resources have contributed to a higher success rate.

For the purposes of defining the gap between schools in different socio-economic milieus, the appropriate comparison is between the success rates of schools that receive substantial additional funding and of those that do not.

Using data from the 2008 and 2009 secondary one enrollment statistics for our high schools and using a weighted formula, we determined the gap in success rates between high schools of deciles 1-7 and high schools of deciles 8-10.

Table 11: Success Rates of Schools in different IMSE Decile Groups (%)

	2008 cohort (followed until 2014-2015, 7 year graduation rate)	2009 cohort (followed until 2015-2016, 7 year graduation rate)
Advantaged/Intermediary Schools (decile 1-7)	94.1	93.5
Disadvantaged Schools (decile 8-10)	81.0	79.7
Gap in Success Rates between Students in Advantaged/Intermediary Schools and Students in Disadvantaged Schools	13.1	13.8

Source: Lumix, 2017 and Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2017

EMSB Objective 2.2: To reduce the gap between the success rate of students in schools with an IMSE decile ranking 1-7 and in schools with IMSE decile ranking 8-10 from 13.8% in 2016 to 10.0% by 2022.

Pursuant to the Charter of the French Language (Bill 101), the number of first generation immigrants eligible to attend the EMSB is small. In the 2008 Secondary 1 cohort, there were 98 first generation immigrant students out a total population of 1824. In the 2009 Secondary 1 cohort, there were 85 first generation immigrant students out of a total population of 1701.

Table 12: 7 Year Graduation/Qualification Rate of Immigrant and Non-Immigrant Students (%)

	Immigration status of students	2008 cohort (followed until 2014-2015, 7 year graduation rate)	2009 cohort (followed until 2015-2016, 7 year graduation rate)
Public sector	First generation*	73.0	74.8
	Second generation **	81.5	82.0
	Non-immigrants***	74.0	76.0
EMSB	First generation	66.3	65.2
	Second generation	89.7	89.3
	Non-immigrants	91.6	90.8
	Gap between first generation and non-immigrants	25.3	25.6

Source: *Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2017*

*First generation immigrants are defined as students born outside of Canada

** Second generation immigrants are defined as students who are born in Quebec where at least one parent is born outside of Canada

***Non-immigrants are defined as students born in Quebec or Canada

The data shows that there is a significant gap in the success rates between first generation public sector students and first generation EMSB students of 6.7% in 2015 and 9.6% in 2016. The table also indicates that there is a 25.3% gap between the (very few) first generation students and non-immigrant students at the EMSB. There is also a negligible gap (less than 2%) between second generation and non-immigrant students at the EMSB.

The first generation immigrant population of the Secondary 1 EMSB students represents only 5% of the global student population. Given that this population is small, the use of percentages in reporting on the success rates for this group can be misleading since a

small change in numbers may produce a large fluctuation in the percentage. Because of the small number of first generation students involved, the EMSB has chosen not to address this objective.

Table 13: Success rates of males and females before the age of 20 by sector and the gap between them (%)

	2004 Cohort (followed until 2011)	2005 Cohort (followed until 2012)	2006 Cohort (followed until 2013)	2007 Cohort (followed until 2014)	2008 Cohort (followed until 2015)	2009 Cohort (followed until 2016)
Total (MF)	84.0	82.3	87.8	87.9	89.4	88.6
Youth Sector (M)	72.2	72.1	76.3	74.2	78.8	77.9
Adult Sector (M)	6.6	6.1	7.1	9.0	7.2	6.9
Vocational (M) Training	0.5	0.1	0.2	0.3	0.3	0.0
Total (M)	79.3	78.3	83.6	83.5	86.3	84.8
Youth Sector (F)	82.9	81.2	87.3	87.6	85.4	88.0
Adult Sector (F)	6.1	5.4	4.9	5.1	7.0	4.8
Vocational (F) Training	0.5	0.2	0.3	0.0	0.4	0.1
Total (F)	89.5	86.8	92.5	92.7	92.8	93.0
Gap (Males vs Females)	10.2	8.5	8.9	9.2	6.5	8.2

Source: Portrait des statistiques Ministérielles 2016 and MEES Diplomation et qualification par commission scolaire au secondaire Éditions 2015 et 2017

Table 13 shows that the success rate for both males (from 78.2% to 84.8%) and females (86.8% to 93.0%) has been increasing substantially in recent years. Because the growth has not been at the same rate for both groups, the gap between the two has vacillated.

It appears that in the youth sector, for the last four years the success rate for females has maintained its high level and may be approaching an upper limit, due to the method of calculating ministry indicators. It is likely that a further reduction in the gap will come from an increase in the success rate of males.

An analysis of the male/female success rates in the compulsory subjects required for graduation shows that there is no significant difference in any individual subject; even the total of all of the small differences falls far short of constituting the 8.2% gender gap. However, the MEES school-leavers-without-diploma data show that males have consistently left school without a diploma at a rate that is 30% higher than females. In order to decrease the gap between the genders, strategies must be implemented to increase the retention rate of males.

EMSB objective 2.3: To reduce the gap in success rates between the males and females from 8.2% in 2016 to 6.2% by 2022.

MEES OBJECTIVE 3

Early Intervention

To increase to 80% the proportion of children starting school who do not present a vulnerability factor related to their development by 2025.

Please note: The EMSB does not have an Objective 3 because this concerns children who have not yet entered grade one, and is ultimately the responsibility of the Ministère de la Famille.

MEES OBJECTIVE 4

Language Proficiency

To increase to 90% the success rate on the composition component of the elementary 4 (Cycle Two, Year Two) language of instruction MEES examination

While the Minister's objective deals with *Language of Instruction*, in elementary 4 (Cycle Two, Year Two), there is not, at present, a Ministry-set examination in English Language Arts at that level. As a result, the EMSB will use the End-of-Cycle 3 language of instruction MEES examination.

Table 14: Success Rates in Elementary End-of-Cycle 3 English Language Arts Reading and Writing (%)

Year	Success Rate on EOC3 Reading	Success Rate on EOC3 Writing
2014	76.6	91.6
2015	81.7	89.7
2016	93.4	97.5
2017	88.5	94.5

Source: EMSB Local Data, 2017

Between 2014 and 2017, the success rate in the reading component increased from 76.6% to 88.5%; the writing component has generally been above 90.0%.

English Language Arts (Cycle 3, Year 2)

EMSB Objective 4.1: To increase the success rate of elementary students on the End-of-cycle 3 English reading component of the June MEES examinations from 88.5% in 2017 to 90.0% by 2022

EMSB Objective 4.2: To maintain the success rate of elementary students on the End-of-cycle 3 English writing component of the June MEES examinations above the 90% range through 2022

Given the Board's commitment towards educating students to become bilingual and bi-literate, it is continuing its practice, started during the Partnership Agreement, to monitor the results in French language as well as in English.

Français, langue seconde de base (Cycle 3, Year 2)

Table 15: EMSB Success Rates in End-of-Cycle 3 Elementary Français langue seconde (FLS) de base Reading and Writing Component of the June MEES Examination (%)

Year	Success Rate in EOC3 FLS (de base) Reading	Success Rate in EOC3 FLS (de base) Writing
2014	88.0	94.2
2015	75.4	88.9
2016	84.5	94.5
2017	87.6	94.8

Source: EMSB Local Data, 2017

Results in the reading and writing components have, with one minor exception, remained stable.

It should be noted that these results represent an aggregate of the three models of instruction (core, bilingual and immersion). The examinations for bilingual and immersion students are the same, with a variation for the core. The core program has 30% French instruction.

EMSB Objective 4.3: To increase the success rate of elementary students on the End-of-Cycle 3 French reading component of the MEES examination from 87.6% in 2017 to 90.0% by 2022.

EMSB Objective 4.4: To maintain the success rate of elementary students on the End-of-Cycle 3 French writing component of the MEES examination greater than 94.0% through 2022.

Subjects (Secondary)

English Language Arts, Secondary 5

Table 16: EMSB Global Success Rates and Global Average Mark in Secondary 5 English Language Arts June in the June MEES Examination (%)

Year	EMSB Global Success Rate in ELA	EMSB Global Average Mark on ELA	Provincial Global Success Rate in ELA	Provincial Global Average Mark in ELA
2014	95.3	74.2	96.0	74.2
2015	95.3	72.4	96.1	73.8
2016	96.5	73.6	96.6	74.1
2017	96.8	74.2	97.4	75.1

Source: Charlemagne, 2017

The secondary 5 MEES examination in English Language Arts is a requirement for graduation. The success rate has been over 95% in each of the last four years; the average mark in the examination has been around 74%. The next challenge in increasing student success is to improve proficiency in the subject matter.

EMSB Objective 4.5: To maintain a global success rate of at least 95.0% in secondary 5 English Language Arts June MEES examination through 2022

EMSB Objective 4.6: To increase the average mark of secondary 5 students in English Language Arts June MEES examination from 74.2% in 2017 to 76.0% by 2022

Français langue seconde (Secondary 5)

Table 17: EMSB Success Rates in Secondary 5 Français langue seconde (FLS) (de base and enrichi) in Reading Component of the June MEES Examination (%)

Year	EMSB Success Rate in FLS (de base) Reading Component	EMSB Success Rate in MEES FLS (enrichi) Reading Component	Provincial Success Rate in FLS (de base) Reading Component	Provincial Success Rate in MEES FLS (enrichi) Reading Component
2014	81.1	-	81.0	-
2015	83.0	-	84.5	-
2016	83.2	-	83.4	-
2017	90.4	81.8	87.1	89.8

Source: Charlemagne, 2017

The success rate of EMSB students in the reading component of FLS (de base) has increased from 81.1% to 90.4%, paralleling that of the provincial average.

The Ministry-set examination in FLS (enrichi) was introduced for the first time in 2017. Prior to 2017, the FLS (enrichi) examination was set by the Board.

EMSB Objective 4.7: To maintain a success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base) reading component through 2022.

EMSB Objective 4.8: To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi) reading component from 81.8% in 2017 to 85.0% by 2022.

MEES OBJECTIVE 5

Language Proficiency (for Adults)

Objective:

To increase by 5 percentage points the proportion of the adult population who demonstrate high-level literacy skills according to the 2022 Programme for the International Assessment of Adult Competencies (PIACC).

The PIACC assessment, administered every ten years by the Organization for Economic Cooperation and Development (OECD) measures literacy, numeracy and digital information skills of adults from ages 18 to 65. Research shows that adults who do not use these skills regularly in their daily lives may gradually lose their competencies. Activities in the workplace, in the community and sometimes in formal educational settings can stabilize and reinforce these competencies in adults.

The most recent results in Quebec showed that only 47% of Quebec adults ranked in the 3 highest categories.

The Board makes a contribution to the increase in the competencies measured by the PIACC, notably in its literacy activities in the adult sector. However, the lack of available statistics for particular regions and communities makes the setting of objectives, indicators and targets which can have an impact on the next PIACC results, difficult for the EMSB to address. Therefore, the EMSB will not have an Objective 5.

MEES OBJECTIVE 6

Educational Path

Objective:

- To reduce to 10% the proportion of students starting public secondary school at age 13 or older by 2030.

MEES Intermediary Objective:

- To reduce to 11.4% the proportion of students starting public secondary school at age 13 or older by 2022.

Table 18: Proportion of EMSB students entering Secondary school at age 13 or more (%)

Proportion of Students Entering Secondary 1 Late	2013-2014	2014-2015	2015-2016	2016-2017
Public Sector (total)	13.6	13.6	13.1	12.5
Female	11.4	11.6	10.9	10.8
Male	15.6	15.5	15.2	14.2
EMSB (total)	4.3	5.8	4.5	4.8
Female	3.1	4.9	3.3	3.3
Male	5.4	6.7	5.7	6.2

Source: Rapport de diplomation et qualification par commission scolaire au secondaire, édition 2017

Starting secondary school with a delay of one or more years has a negative impact on students' educational paths, and ultimately on their educational success.

The proportion of students entering secondary school with a delay in the public school boards is 12.5% in 2016-2017. As the ministerial objective is to lower the proportion of these students to 10%, and the Board's rates are for the most part below 5%, no specific adjustment in Board practices is envisaged. When one compares late entry of the male and female students for the EMSB, the data provides a glimpse into why the success rate of boys is lower than that of girls.

MEES OBJECTIVE 7

Living Environment

Objective: By 2030, ensure that all school buildings are in good condition.

MEES Intermediary Objective: To ensure that 85 % of all buildings are in good condition by 2022.

The Facility Condition Index (FCI) is a ratio of the 5-year maintenance costs for buildings compared to replacement costs. The Board's capacity to improve its buildings is highly dependent on capital grants from the Ministry.

EMSB Objective 7.1: To reduce the Facility Condition Index (FCI) of EMSB buildings from 35% in 2016 to 20% by 2022.

Table 19: Facility Condition Index of EMSB Buildings

Year	FCI (%)
2013	39.42
2014	38.89
2015	37.72
2016	35.00

EMSB Material Resources Department Data, 2017

ADDITIONAL OBJECTIVES:

MEES ORIENTATION 5.1

A welcoming, safe, and caring living environment

An educational living environment must be one that has a sense of safety and physical and psychological well-being for all. In this respect, a healthy and safe environment means that the educational setting must be free of bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence.

In order to address this orientation, the EMSB will continue to monitor students' perceptions of bullying, perception of school safety and their sense of anxiety. In addition, the Board will also look at the mental health and well-being of its staff.

For most of this decade, the Board has been using the Tell Them From Me survey, now known as OurSchool, to allow students to convey their perceptions of the social atmosphere of their school. Elementary students from grades 4 to 6, and all secondary school students complete the survey once a year. The survey covers a variety of subjects including bullying, school safety, the students' sense of belonging, student anxiety, and student-teacher relationships. The results are anonymous.

Information from the survey can help school administrations and staff adjust local practices and monitor student activity. This survey is one of the principal tools used by the schools in the implementation of the Ministry's policy on bullying and intimidation.

Table 20: Elementary Students' Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	*Bullying	**School Safety	***Anxiety
2014-2015	26 (26)	68 (68)	22 (16)
2015-2016	24 (26)	67 (68)	18 (16)
2016-2017	24 (26)	65 (68)	18 (16)

Source: OurSchool Survey (The Learning Bar)

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

** Students who feel safe at school as well as going to and from school

*** Students with moderate or high level of anxiety

Data in parentheses refer to the Canadian Norms

Table 21: EMSB Secondary Student's Perception of Bullying, Perception of School Safety and Sense of Anxiety (%)

Year	*Bullying	**School Safety	***Anxiety
2014-2015	17 (23)	58 (64)	22 (18)
2015-2016	16 (23)	59 (64)	23 (18)
2016-2017	16 (23)	59 (64)	22 (18)

Source: OurSchool Survey (The Learning Bar)

* Students who are subjected to physical, social, or verbal bullying or are bullied over the internet

** Students who feel safe at school as well as going to and from school

*** Students with moderate or high level of anxiety

Data in parentheses refer to the Canadian Norms

Results of the OurSchools survey in EMSB schools show little variance in recent years, despite the actions taken by the Board and the schools in the application of the anti-bullying legislation and its local action plans. During the same period, Canada-wide averages have also shown no change.

Student Perception of Bullying:

This component of the survey asks about the time and the location of observed bullying (before, during or after school, on a bus, on school grounds, during class or recess, etc.) Students are asked what they have perceived in the thirty days preceding the survey.

In recent years, according to Table 20, student perceptions of bullying have been stable at about 24%; EMSB results for elementary schools have been slightly below the Canadian average of 26%. The components of the data indicate that a proportion of bullying takes place on school property, (e.g. school yards) during non-classroom times (lunchtime, recess).

At the secondary level, according to Table 21, the results of student perceptions have been stable at about 16%. They are significantly below the Canadian average of 23%. The time periods when bullying is most prevalent is during break periods and after school. Physical bullying is the category of bullying with the lowest perceived incidence, followed by cyber-bullying, social bullying and verbal bullying.

EMSB Objective 8.1: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022

EMSB Objective 8.2: To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL survey from 16% in 2017 to 14% by 2022

Student Perception of School Safety

In recent years, according to Table 20, student perceptions of school safety have decreased slightly from 68% to 65%. EMSB results for elementary schools are slightly below the Canadian average of 68%.

At the secondary level, according to Table 21, student perceptions of school safety have been stable at about 59%; however, they are below the Canadian average of 64%.

EMSB Objective 8.3: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022

EMSB Objective 8.4: To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL survey from 59% in 2017 to 62% by 2022

Students' Sense of Anxiety

The factors measured under the 'anxiety' category in the OurSchools survey concern self-esteem: ridicule, worry, peer attitudes, etc. The elementary school data in Table 20 shows a higher level of anxiety than the Canadian average, but a decrease in the last two years. The secondary school data in Table 21 shows a consistent rate of anxiety of about 22%, which is higher than the Canadian average of 18%. In addition to the results of the survey, elementary school teachers have commented on the high level of anxiety their students feel at examination time, especially at the end of cycle 3.

EMSB Objective 8.5: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022

EMSB Objective 8.6: To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL survey from 22% in 2017 to 20% by 2022

Staff Mental Health and Well-being

A significant pre-occupation of all the groups consulted has been the high level of stress and anxiety faced by students and staff alike. The wellness and good mental health of teaching, professional, managerial and support staff has a significant impact on the success of students. The Board is committed to addressing this issue.

Prior to establishing an indicator and target, the Board will:

- identify in 2019 an appropriate tool to measure the global wellbeing of all staff, including stress and anxiety;
- administer the survey to all staff during the 2019-2020 academic year;
- establish an action plan during the 2019-2020 academic year.

EMSB Objective 8.7: To establish an action dealing with staff mental health and well-being during 2019-2020 academic year.

MEES ORIENTATION 5.2

Physical Activity

To increase the number of elementary schools who have implemented 60 minutes per day of physical activity for their students

Regular physical activity has a positive effect on student retention and educational success. A number of studies have demonstrated a strong correlation between educational success and participation in various activities at school, either in the classroom, or as an extracurricular activity.

Since 2017, the Board has piloted a program of increased physical activity in ten of its elementary schools. This is not part of a physical education program; an increase in physical activity involves providing students with exercise, movement and alternatives to sedentary learning.

The intention of this initiative is not only to enhance the physical wellbeing of students, but also to bring about a change in school culture over time. Integrating physical activity throughout the school day is expected to have a positive effect on students' educational success, retention, sense of satisfaction, collaboration and teamwork amongst students and to improve classroom behavior.

EMSB Objective 9.1: To increase the number of elementary schools which have implemented 60 minutes per day of physical activity for their students from 10 schools in 2018 to all (35) schools by 2022.

Orientations, Objectives, Indicators and Targets of the MEES and the EMSB

<p>MEES OBJECTIVE 1 Graduation and qualification:</p> <p>To increase the success rate of students by 2030:</p> <ul style="list-style-type: none"> • 85% of students under the age of 20 will obtain a first diploma (SSD or DVS) • 90% of students will obtain a first diploma or qualification 		
<p><i>EMSB Orientation: Increased Academic Success</i></p>		
EMSB Objectives	Indicators	Targets
<p>To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years</p>	<p>The percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years</p>	<p>To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022</p>
<p><u>Subjects (Secondary):</u> <u>Mathematics Secondary 4</u></p> <p>To increase the success rate of students in secondary 4 Mathematics (CS&T)</p>	<p>The June global success rate of students in secondary 4 Mathematics (CS&T)</p>	<p>To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022</p>

<p><u>History of Quebec and Canada</u> <u>Secondary 4</u></p> <p>To increase the global success rate of students in secondary 4 History of Quebec and Canada</p> <p>To maintain the global success rate of students in secondary 4 Histoire du Québec et du Canada</p>	<p>The June global success rate of students in secondary 4 History of Quebec and Canada</p> <p>The June global success rate of students in secondary 4 Histoire du Québec et du Canada</p>	<p>To increase the June global success rate of students in secondary 4 History of Quebec and Canada from 74.6% in 2017 to 78.0% by 2022</p> <p>To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada greater than 90% through 2022</p>
<p><u>Science and Technology Secondary 4</u></p> <p>To increase the success rate of students in secondary 4 Science & Technology</p>	<p>The June global success rate of students in secondary 4 Science & Technology</p>	<p>To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022</p>
<p><u>Subjects (Elementary):</u></p> <p><u>Mathematics 6 (Cycle 3 year 2)</u></p> <p>To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination</p>	<p>The success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination.</p>	<p>To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.0% in 2017 to 75.0% by 2022</p>

MEES OBJECTIVE 2**Equity:**

To reduce the gap in success rates between various groups of students by 50% by 2030

EMSB Orientation: Equity Between Various Groups of Students

EMSB Objectives	Indicators	Targets
To reduce the gap in success rate between regular students and students with special needs.	The gap in success rates between regular students and students with special needs.	To reduce the gap in success rates between regular students and students with special needs from 28.1% in 2016 to 23.1% by 2022.
To reduce the gap between the success rate of students in schools with an IMSE decile ranking 1-7 and in schools with IMSE decile ranking 8-10.	The gap between the success rate of students in schools with an IMSE decile ranking 1-7 and in schools with IMSE decile ranking 8-10.	To reduce the gap between the success rate of students in schools with an IMSE decile ranking 1-7 and in schools with IMSE decile ranking 8-10 from 13.8% in 2016 to 10.0% by 2022.
To reduce the gap in success rates between the males and females	The gap in success rates between the males and females	To reduce the gap in success rates between the males and females from 8.2% in 2016 to 6.2% by 2022

MEES OBJECTIVE 3

Early Intervention:

To increase to 80% the proportion of children starting school who do not present a vulnerability factor related to their development by 2025.

This objective concerns children who have not yet entered grade one, and is ultimately the responsibility of the Ministère de la Famille.

MEES OBJECTIVE 4
Language Proficiency:

To increase to 90% the success rate on the composition component of the elementary 4 (Cycle Two, Year Two) language of instruction MEES examination

EMSB Orientation: Mastery of Languages

EMSB Objectives	Indicators	Targets
<p><u>Subjects (Elementary)</u></p> <p><u>English Language Arts (Cycle 3, Year 2)</u></p> <p>To increase the success rate of elementary students on the End-of-cycle 3 English reading component of the June MEES examination</p> <p>To maintain the success rate of elementary students on the End-of-cycle 3 English writing component of the June MEES examination</p>	<p>The success rate of elementary students on the End-of-cycle 3 English reading component of the June MEES examination</p> <p>The success rate of elementary students on the End-of-cycle 3 English writing component of the June MEES examination</p>	<p>To increase the success rate of elementary students on the End-of-cycle 3 English reading component of the June MEES examinations from 88.5% in 2017 to 90.0% by 2022</p> <p>To maintain the success rate of elementary students on the End-of-cycle 3 English writing component of the June MEES examinations above the 90% range through 2022</p>
<p><u>Francais, langue seconde de base (Cycle 3, Year 2)</u></p> <p>To increase the success rate of elementary students on the End-of-Cycle 3 French reading component of the MEES examination</p>	<p>The success rate of elementary students on the End-of-Cycle 3 French reading component of the MEES examination</p>	<p>To increase the success rate of elementary students on the End-of-Cycle 3 French reading component of the MEES examination from 87.6% in 2017 to 90.0% by 2022</p>

<p>To maintain the success rate of elementary students on the End-of-Cycle 3 French writing component of the MEES examination</p>	<p>The success rate of elementary students on the End-of-Cycle 3 French writing component of the MEES examination</p>	<p>To maintain the success rate of elementary students on the End-of-Cycle 3 French writing component of the MEES examination greater than 94% through 2022</p>
<p><u>Subjects (Secondary)</u></p> <p><u>English Language Arts, Secondary 5</u></p> <p>To maintain the global success rate in secondary 5 English Language Arts June MEES examination</p> <p>To increase the average mark of secondary 5 students in the English Language Arts June MEES examination</p>	<p>The global success rate in secondary 5 English Language Arts June MEES examination</p> <p>The average mark of secondary 5 students in the English Language Arts June MEES examination</p>	<p>To maintain a global success rate of at least 95% in secondary 5 English Language Arts June MEES examination through 2022</p> <p>To increase the average mark of secondary 5 students in English Language Arts June MEES examination from 74.2% in 2017 to 76.0% by 2022</p>
<p><u>Français langue seconde (Secondary 5)</u></p> <p>To maintain the success rate of students in the secondary 5 FLS June MEES Examination (programme de base) reading component</p> <p>To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi) reading component</p>	<p>The success rate of students in the secondary 5 FLS June MEES Examination (programme de base) reading component</p> <p>The success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi) reading component</p>	<p>To maintain a success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base) reading component through 2022</p> <p>To increase the success rate of students in the secondary 5 FLS June MEES Examination (programme enrichi) reading component from 81.8% in 2017 to 85.0% by 2022</p>

MEES OBJECTIVE 5

Adult Literacy:

To increase by 5 percentage points the proportion of the adult population who demonstrate high-level literacy skills according to the 2022 Programme for the International Assessment of Adult Competencies (PIACC).

The lack of available statistics for particular regions and communities makes the setting of objectives, indicators and targets which can have an impact on the next PIACC results difficult for the EMSB to address. Therefore, the EMSB will not have an Objective 5.

MEES OBJECTIVE 6

Educational Path: To reduce to 10% the proportion of students starting public secondary school at age 13 or older by 2030.

EMSB Orientation: Increased Academic Success

EMSB Objectives	Indicators	Targets
To maintain the proportion of students starting secondary school at age 13 or older	The proportion of students starting secondary school at age 13 or older	To maintain the proportion of students starting secondary school at age 13 or older at no more than 4.5% through 2022

MEES OBJECTIVE 7
Living Environment:

By 2030, ensure that all school buildings are in good condition.

EMSB Orientation: Healthy School Buildings

EMSB Objectives	Indicators	Targets
To reduce the Facility Condition Index (FCI) of EMSB buildings	The Facility Condition Index (FCI)	To reduce the Facility Condition Index (FCI) of EMSB buildings from 35% in 2016 to 20% by 2022

MEES ORIENTATION 5.1

A welcoming, safe, and caring living environment

EMSB Orientation: A welcoming, safe and caring living environment for all.

<u>Student Perception of Bullying</u>		
To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey	The rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey	To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022
To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL survey	The rate of secondary students who report victimization resulting from bullying on the OURSCHOOL survey	To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL survey from 16% in 2017 to 14% by 2022
<u>Student Perception of School Safety</u>		
To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey	The rate of elementary students who report feeling safe attending school on the OURSCHOOL survey	To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022
To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL survey	The rate of secondary students who report feeling safe attending school on the OURSCHOOL survey	To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL survey from 59% in 2017 to 62% by 2022

<p><u>Students' Sense of Anxiety</u></p> <p>To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey</p> <p>To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL survey</p>	<p>The rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey</p> <p>The rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL survey</p>	<p>To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022</p> <p>To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL survey from 22% in 2017 to 20% by 2022</p>
<p><u>Staff Wellness & Mental Health</u></p> <p>To strengthen the wellness and mental health of all staff by reducing levels of stress and anxiety</p> <p><i>Prior to establishing an indicator and target, the Board will</i></p> <ul style="list-style-type: none"> • <i>procure an appropriate tool to measure the levels of stress and anxiety of all staff by 2019.</i> • <i>administer the survey to all staff during the 2019-2020 academic year.</i> • <i>establish an action plan during the 2019-2020 academic year</i> 	<p>To be developed</p>	<p>To be established</p>

MEES ORIENTATION 5.2**Physical Activity**

To increase the number of elementary schools who have implemented 60 minutes per day of physical activity for their students.

EMSB Orientation: Increased Physical Activity

EMSB Objectives	Indicators	Targets
To increase the number of elementary schools which have implemented 60 minutes per day of physical activity for their students	The number of elementary schools which have implemented 60 minutes per day of physical activity for their students	To increase the number of elementary schools which have implemented 60 minutes per day of physical activity for their students from 10 schools in 2018 to all (35) schools by 2022

EMSB MISSION, VISION AND VALUES

MISSION

The EMSB mission fosters the development of educated and responsible persons who will assume their position as active members of a democratic society.

To fulfill its mission, the EMSB will:

- recognize and value the diversity of its community;
- provide all students with the opportunity to develop their talents and achieve their personal best;
- recognize the skills and competencies of its employees and support their ongoing professional development;
- encourage collaboration among the various educational partners;
- use resources effectively and innovatively to help schools and centres focus on the mission of instruction, socialization and qualifications;
- encourage life-long learning and critical thinking.

VISION

“We, the stakeholders (parents, commissioners, staff [teachers, professionals and support staff], administrators, youth and adult students/learners) of the English Montreal School Board are dedicated to being the best that we can be”.

VALUES

Our goal is to offer quality educational and complementary services which respond to the needs of our youth and adult learners:

- we believe the schools’ and centres’ first responsibility is to the students/learners and parents to whom they provide services;
- we believe the Board’s first responsibility is to support its schools and centres in their effort to educate students/learners within a caring, safe and inclusive learning community;
- we are responsible to our staff, and we must recognize the merit of each individual.

Services Offered

- **Education (Youth, Adult & Vocational)**
- **Guidance counsellors**
- **Academic advisors**
- **Psychology services**
- **Spiritual & community animation**
- **Special education, healthy schools & violence prevention consultants**
- **Speech and language pathology**
- **Occupational therapy**
- **Special education technicians and attendants**
- **Pedagogical support to schools**
- **Library services**
- **Homeschooling**
- **Daycare**
- **Cafeteria & Nutrition**
- **Transportation**
- **Registration**
- **Employee Assistance Program**
- **Technology support to schools**
- **Financial services**
- **Communications & marketing**
- **Support to Parents Committee and governing boards**
- **Caretaking & Building maintenance services**

EMSB Service Statement

EMSB Service statement setting out its objectives with regard to the level and quality of the services provided.

The primary responsibility of the schools and centres is to offer quality educational services in a caring, safe and inclusive learning environment. Through their education, students will acquire the social skills to become contributing members of society and will attain the qualifications necessary to pursue their educational or occupational endeavours. The EMSB's responsibility is to support its schools and centres in their efforts. The Board is committed to recruiting qualified individuals and providing appropriate training for them. The Board provides the resources and services based on the needs of its schools and centres with due diligence; it adheres to the principles of equity. There are administrative rules and procedures that govern the allocation of resources to schools and centres.

Most students receive their qualifications in the youth sector. The adult education sector provides additional academic and complementary services to those individuals who may not have completed their education in the youth sector. The adult education sector also provides adult literacy services which assist new immigrants in their preparation for the work force and integration into Quebec society. The vocational training sector offers programs in trades and occupations qualifying its students to meet the demands of Quebec's economy.

As for the level of quality and services to the public, the Board's schools are universally accessible to all who legally qualify. According to Ministry indicators, the Board's success rate is amongst the highest in the province and the rate of school leavers without a diploma or qualification is declining. The Board regularly monitors how services and resources are being used and the impact they have on educational success. The Board is actively engaged in finding new ways to deliver and add services depending on the evolving needs of its student population. It aims to increase the scope of its complementary services, such as psychology, guidance and academic counselling, speech and language therapy and spiritual and community animation. In addition, the Board continues to implement the use of assistive technologies for students with special needs.

It offers all its teaching and non-teaching personnel professional development aimed at keeping them at the forefront of research-based instructional practices. The Board ensures that all schools have the necessary technological infrastructure and support needed to complement pedagogical practices and to assist students and teachers in pursuing new avenues of learning. All staff --- teachers, professionals, support staff and administrators--- contribute towards the high success rate of our students.

The Board is committed to continue to provide students with the opportunity to develop an active and healthy lifestyle through nutrition education and physical activity. The Board actively seeks opportunities for students to connect to their community, through volunteering and participation. The goal is to develop students' consciousness of the world around them and the responsibilities that they have as citizens.

The Board provides libraries as learning spaces that are active, collaborative, connected and are relevant and inclusive in meeting the needs of diverse learners and promoting information literacy skills.

The Board provides daycare services as a support to working parents. In addition to providing a safe and nurturing environment, they contribute to the development of the whole child in the early years.

As part of the educational system, parents are involved in determining the orientations of the school and board through their participation on governing boards, parent participation organizations, EMSB Parents' Committee, and the advisory committee on students with special needs. As well, secondary level students are involved in governing boards at their schools.

Complaint Procedure

In dealing with complaints, the Board has established By-Law NO. 8 (2010), the complaint examination procedure for students or their parents or guardians. This by-law may be accessed on the school board website, under the By-Laws link.

Contact Information

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Appendix 1: Orientations, Objectives, Targets and General Strategies for the EMSB

<p>MEES OBJECTIVE 1 Graduation and qualification:</p> <p>To increase the success rate of students by 2030:</p> <ul style="list-style-type: none"> • 85% of students under the age of 20 will obtain a first diploma (SSD or DVS) • 90% of students will obtain a first diploma or qualification 		
<p><i>EMSB Orientation: Increased Academic Success</i></p>		
Targets	General Strategies Applicable to Mathematics, Science & Technology, History and Histoire	Monitoring & Person Responsible
<p>To increase the percentage of students under the age of 20 who obtain a first diploma (SSD or DVS) or qualification after 7 years from 88.6% in 2016 to 91.0% by 2022</p>	<ul style="list-style-type: none"> • The Board provides summer intensive programs that assist in preparation for August supplemental exams • Item analysis data is provided to schools on an annual basis; workshops are provided to each school's subject team to identify strengths and weaknesses of the June exam results and adjust practices • Mid-year exams are produced by the Board and administered by all schools • Practice exams are provided in May by the Board for History, Histoire and Mathematics (Secondary 4) • Offer of professional development in formative assessment practices • The Board provides updated instructional resources (bank of questions for exam preparation; pacing guides for Math, History and Histoire) • The Board will provide additional pedagogical support for teachers (<i>accompagnement</i>) in schools where the subject average is below the Board average 	<p>The Director of ETS reports to the management table in early October.</p> <p>The Director of ETS reports to the management table in February on the results of the mid-year exams.</p>

SPECIFIC STRATEGIES FOR SUBJECTS

<p>MATHEMATICS, Sec 4:</p> <p>To increase the June global success rate of students in secondary 4 Mathematics (CS&T) from 63.3% in 2017 to 68.0% by 2022</p>		
<p>HISTORY, Sec 4:</p> <p>To increase the June global success rate of students in secondary 4 History of Quebec and Canada from 74.6% in 2017 to 78.0% by 2022</p> <p>To maintain a global success rate of students in secondary 4 Histoire du Québec et du Canada greater than 90% through 2022</p>	<ul style="list-style-type: none"> • The Board provides professional development and resources focused on strategies for writing the June exam 	
<p>SCIENCE & TECHNOLOGY, Sec 4:</p> <p>To increase the June global success rate of students in secondary 4 Science & Technology from 87.2% in 2017 to 89.0% by 2022</p>	<p>For Students:</p> <ul style="list-style-type: none"> • Provide updated study guides and checklists for Sec 4 June exams • Produce similar documents for Sec 3 (new) • A summer intensive program on the practical component of the course <p>For teachers:</p> <ul style="list-style-type: none"> • Make student study guides and checklists available to new science teachers 	

<p>MATH, Grade 6 To increase the success rate of students on the End-of-Cycle 3 Mathematical Reasoning (C2) component of the MEES examination from 74.0% in 2017 to 75.0% by 2022</p>	<ul style="list-style-type: none"> • The board has instituted a Numeracy initiative beginning with Cycle one, extending it in 2018-2019 to Cycle 3. It specifically addresses the conceptual teaching of Math, strengthens students’ number sense, and reinforces content knowledge for teachers • Item analysis data is provided to schools on an annual basis; workshops are provided to each school’s cycle team to identify strengths and weaknesses of the June end of cycle exam results and adjust practices • Classroom visits and modeling by consultants • The Board provides instructional resources (bank of questions) 	
<p>GENERAL STRATEGIES IN THE ADULT EDUCATION SECTOR</p>		
	<ul style="list-style-type: none"> • The Board provides a transition consultant who visits all secondary schools, to inform and accompany “at-risk students” identified by the guidance counsellor, to develop a plan for continuing their education • The Board provides, in each centre, a re-education counsellor to support students with special needs and their teachers • The Board provides an andragogical support team that works with teachers both in curricular content and instructional methods 	<p>The Director of Adult Education will report to the management table in the fall.</p>

MEES OBJECTIVE 2

Equity:

To reduce the gap in success rates between various groups of students by 50% by 2030

EMSB Orientation: Equity Between Various Groups of Students

Target	Strategies	Monitoring and Person Responsible
<p>To reduce the gap in success rates between regular students and students with special needs from 28.1% in 2016 to 23.1% by 2022.</p>	<ul style="list-style-type: none"> • The Board’s assistive technology consultant offers training to teachers and students in using technology to adapt teaching and learning materials • The Board will provide professional development to teachers and childcare workers dealing with students’ differing learning styles and learning difficulties, with greater attention placed on ASD in the coming years • The Board offers specialized programs (Allongé, AIM High) for students who require additional support or time to complete Secondary Cycle 1 • The Board will continue to promote WOTP as an educational pathway to success in appropriate cases 	<p>The Directors of ETS and SSD will report to the management table in month following release of MEES statistics</p>
<p>To reduce the gap between the success rate of students in schools with an IMSE decile ranking 1-7 and in schools with IMSE decile ranking 8-10 from 13.8% in 2016 to 10.0% by 2022.</p>	<ul style="list-style-type: none"> • The Board will continue its current practices, including the support of NANS schools 	<p>The Director of ETS will report to the management table in month following release of MEES statistics</p>
<p>To reduce the gap in success rates between the males and females from 8.2% in 2016 to 6.2% by 2022</p>	<ul style="list-style-type: none"> • The Board will address the retention of males both through preventive measures with males at risk of dropping out and follow up measures with those who have dropped out. 	<p>The Director of ETS will report to the management table in month following release of MEES statistics</p>

MEES OBJECTIVE 4**Language Proficiency:**

To increase to 90% the success rate on the composition component of the elementary 4 (Cycle Two, Year Two) language of instruction MEES examination

EMSB Orientation: Mastery of Languages

Target	Strategies	Monitoring & Person Responsible
<p>English Language Arts, Cycle 3</p> <p>To increase the success rate of elementary students on the End-of-cycle 3 English reading component of the June MEES examinations from 88.5% in 2017 to 90% by 2022</p> <p>To maintain the success rate of elementary students on the End-of-cycle 3 English writing component of the June MEES examinations above the 90% range through 2022</p>	<ul style="list-style-type: none"> • Continue the deployment of the 2-tables resource model in order for the teachers to better implement guided reading and writing. Through this model, all students get to work in small group with a teacher according to their specific needs and ability level. • Continue the implementation of the mentor-mentee project to increase professional proficiency in order to have strong pedagogical leaders capable of supporting their colleagues in the teaching or reading and writing strategies. • Organize professional development with a renowned literacy specialist (Miriam Trehearne) to share her knowledge of research-based strategies. • Organize a professional development session on oral communication as this skill is at the core of the reading and writing competencies. For this session, one teacher per school would be invited and be asked to act as a trainer for his/her colleagues. Developing the communication skills is a challenge for many teachers. 	<p>The Director of ETS will report to the management table in October.</p>

	<ul style="list-style-type: none"> • Differentiated reading through virtual resources (RAZ, virtual library) • The Board provides ongoing professional development to teachers on students responding to literature • The Board continues to provide reading resources primarily selected by teachers that are high-interest, low level reading for students, flexible furniture and seating 	
<p>French, Cycle 3</p> <p>To increase the success rate of elementary students on the End-of-Cycle 3 French reading component of the MEES examination from 87.6% in 2017 to 90.0% by 2022</p> <p>To maintain the success rate of elementary students on the End-of-Cycle 3 French writing component of the MEES examination greater than 94.0% through 2022</p>	<ul style="list-style-type: none"> • Continue the deployment of the 2-tables resource model in order for the teachers to better implement guided reading and writing. Through this model, all students get to work in small group with a teacher according to their specific needs and ability level. • Continue the implementation of the mentor-mentee project to increase professional proficiency in order to have strong pedagogical leaders capable of supporting their colleagues in the teaching or reading and writing strategies. • Organize professional development with a renowned literacy specialist (Miriam Trehearne) to share her knowledge of research-based strategies. • Organize a professional development session on oral communication as this skill is at the core of the reading and writing competencies. For this session, one teacher per school would be invited and be asked to act as a trainer for his/her 	<p>The Director of ETS will report to the management table in October.</p>

	<p>colleagues. Developing the communication skills is a challenge for many teachers.</p> <ul style="list-style-type: none"> • Differentiated reading through virtual resources (RAS, virtual library) 	
<p>English Language Arts, Sec. 5</p> <p>To maintain a global success rate of at least 95.0% in secondary 5 English Language Arts June MEES examination through 2022</p> <p>To increase the average mark of secondary 5 students in English Language Arts June MEES examination from 74.2% in 2017 to 76.0% by 2022</p>	<ul style="list-style-type: none"> • Ongoing professional development is offered to teachers in Advanced 5, in a mentor-mentee format • The Board will provide additional pedagogical support for teachers (<i>accompagnement</i>) in schools where the subject average is below the Board average 	<p>The Director of ETS will report to the management table in October.</p>
<p>French (langue de base), Sec.5</p> <p>To maintain a success rate of 90% in the secondary 5 FLS June MEES Examination (programme de base) reading component through 2022</p> <p>French (enrichi), Sec 5</p> <p>To increase the success rate of students in the secondary 5 FLS</p>	<ul style="list-style-type: none"> • The Board will procure ongoing professional development for its French consultants in the area of reading and writing. The skills acquired will be used to train teachers. Students will be able to use these acquired skills and transfer them to other subject areas. • All new French examinations prepared by the Board will be aligned to the format used by the MEES • The Board will provide professional development for teachers in the area of reading strategies (a specific focus would be given to graphic novels in targeting high-interest for boys) 	<p>The Director of ETS will report to the management table in October.</p>

<p>June MEES Examination (programme enrichi) reading component from 81.8% in 2017 to 85.0% by 2022</p>	<ul style="list-style-type: none"> • The Board will provide professional development for teachers on pedagogical integration of literature in the classroom • The Board will initiate a partnership between school librarians/library consultants and French consultants to develop thematic lists of materials that are pertinent to examination themes • The Board will encourage through the librarian budget <i>Reading in School</i>, that a minimal proportion of funding be allocated to the purchase of French language resources. 	
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MEES ORIENTATION 5.1

A welcoming, safe, and caring living environment

An educational living environment must be one that has a sense of safety and physical and psychological well-being for all. In this respect, a healthy and safe environment means that the educational setting must be free of bullying, discrimination, radicalization, intolerance and any other form of physical, sexual, emotional or psychological violence.

EMSB Orientation: A welcoming, safe and caring living environment for all.

Targets	General Strategies	Monitoring and Person Responsible
<p>BULLYING: To decrease the rate of elementary students who report victimization resulting from bullying on the OURSCHOOL survey from 24% in 2017 to 22% by 2022</p> <p>To decrease the rate of secondary students who report victimization resulting from bullying on the OURSCHOOL survey from 16% in 2017 to 14% by 2022</p>	<ul style="list-style-type: none"> • The Board will continue to offer professional development to daycare educators, lunch time monitors, teachers, spiritual community animators, behaviour technicians, child care workers and professionals on a variety of issues, including: <ul style="list-style-type: none"> ○ active supervision practices ○ healthy relationships ○ bullying ○ positive school climate ○ social - emotional learning 	<p>The Director of Student Services will report to management table in the spring.</p>
<p>SCHOOL SAFETY: To increase the rate of elementary students who report feeling safe attending school on the OURSCHOOL survey from 65% in 2017 to 68% by 2022</p>	<ul style="list-style-type: none"> • The Board offers the <i>Kids in the Know</i> program, concerning online and offline safety for students, from kindergarten to Secondary 3 	<p>The Director of Student Services will report to management table in the spring.</p>

<p>To increase the rate of secondary students who report feeling safe attending school on the OURSCHOOL survey from 59% in 2017 to 62% by 2022</p>		
<p>ANXIETY: To decrease the rate of moderate to high level anxiety as reported by elementary school students on the OURSCHOOL survey from 18% in 2017 to 16% by 2022</p> <p>To decrease the rate of moderate to high level anxiety as reported by secondary school students on the OURSCHOOL survey from 22% in 2017 to 20% by 2022</p>	<ul style="list-style-type: none"> • The Board will make available to schools programs like <i>Zippy’s Friends</i> (Elementary Cycle 1) and <i>S’équiper pour la vie</i> (Cycle 2 and 3), with training and resources for implementation, geared towards social emotional learning • The Board provides ongoing professional development in the area of mental health to psychologists and guidance counsellors using specialists from McGill University and Université de Montreal • The Board will continue to offer workshops to teachers and childcare workers given by the Board’s Mental Health Network • The Board will continue to offer workshops on anxiety prevention and coping skills for parents • Mental Health Week is offered board-wide on an annual basis; schools participate in activities with students • The Board will produce a newsletter offering strategies for students, parents and teachers in coping with anxiety • The Board provides a trauma team for schools for intervention in crisis situations • The Board’s Mental Health team provides custom professional development for students and teachers on a variety of topics • The ETS department and SSD will provide workshops for teachers dealing with mental health and well-being during board-wide professional days 	<p>The Director of Student Services will report to management table in the spring.</p>

MEES ORIENTATION 5.2**Physical Activity**

To increase the number of elementary schools who have implemented 60 minutes per day of physical activity for their students.

EMSB Orientation: Increased Physical Activity

Targets	Strategies	Monitoring and Person Responsible
To increase the number of elementary schools which have implemented 60 minutes per day of physical activity for their students from 10 schools in 2018 to all (35) schools by 2022	<ul style="list-style-type: none">• The board will continue to provide professional development for initial pilot schools, to equip schools with tools and best practices that are currently in use• Identify the new schools who will join the initiative each year and provide the initial training• Follow-up with consultant on a regular basis to discuss implementation and share strategies	The Director of ETS will report to the management table in May.

MEES OBJECTIVE 6 Educational Path: To reduce to 10% the proportion of students starting public secondary school at age 13 or older by 2030.		
<i>EMSB Orientation: Increased Academic Success</i>		
Target	Strategies	Monitoring and Person Responsible
To maintain the proportion of students starting secondary school at age 13 or older at no more than 4.5% through 2022		

MEES OBJECTIVE 7 Living Environment: By 2030, ensure that all school buildings are in good condition.		
<i>EMSB Orientation: Healthy School Buildings</i>		
Target	Strategies	Monitoring and Person Responsible
To reduce the Facility Condition Index (FCI) of EMSB buildings from 35% in 2016 to 20% by 2022		The director of Material Resources will report to the Management table annually.

Appendix 2: Feedback from Consultation

On February 16, 2018, the Council of Commissioners approved sending the draft version of the Commitment-to-Success Plan for consultation to the stakeholders mentioned in the first section.

The following questions were asked:

1. The consultation summary reflects the preoccupations and expectations of the groups consulted. Do these preoccupations and expectations reflect your sense of the challenges that the Board faces?
2. Do the specific objectives appear appropriate and realistic to you?
3. Is there anything significant which has not been included in the document but should be considered?

Comments were received from 12 governing boards, 3 employee unions and 2 management associations. The EMSB Parents' Committee and Advisory Committee on Special Education Services also replied.

Question 1

Group Consulted	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Governing Boards		11			
Parents Committee	1				
ACSES			1		
Management		2			
Unions	1	2			

Question 2

Group Consulted	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree
Governing Boards		10	1		
Parents Committee		1			
ACSES			1		
Management		2			
Unions	1	2			

Please note: One governing board provided feedback, but did not answer the questions.

Following this feedback, a certain number of adjustments and clarifications were made to the text of the Plan.