



New Frontiers School Board

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Commitment to Success Plan 2018-2022

*Adopted by the Council of Commissioners of the New Frontiers School Board on May 22, 2018.
Approved by the Minister of Education, Sebastien Proulx, July 2018.*



David C. D'Aoust, Chair



Rob Buttars, Director General

The New Frontiers School Board, one of Quebec's nine English-language school boards, covers the territory that borders the United States to the south, Ontario to the west, the St. Lawrence River to the north and Autoroute 15 to the east.



Our Vision

The New Frontiers School Board is committed to success for all students.

Our Mission

To realize our Vision, our Mission is to:

- Provide experiences that will challenge our students and employees to learn and develop respect for themselves, others, and the environment;
- Engage all stakeholders as educational partners;
- Expect and support all employees to continuously improve with a focus on enhancing student learning;
- Create a hospitable learning environment where everyone feels they belong and are appreciated.

Our Motto

Education, a lifelong journey

New Frontiers provides educational services to the youth and adults of southwestern Quebec, including the indigenous communities of Kahnawake and Akwesasne, through a network of ten elementary schools, two high schools, and three adult and vocational education centres:

Elementary Schools

- Centennial Park
- Franklin Elementary
- Gault Institute
- Harmony Elementary
- Hemmingford Elementary
- Heritage Elementary
- Howick Elementary
- Mary Gardner School
- Ormstown Elementary
- St. Willibrord

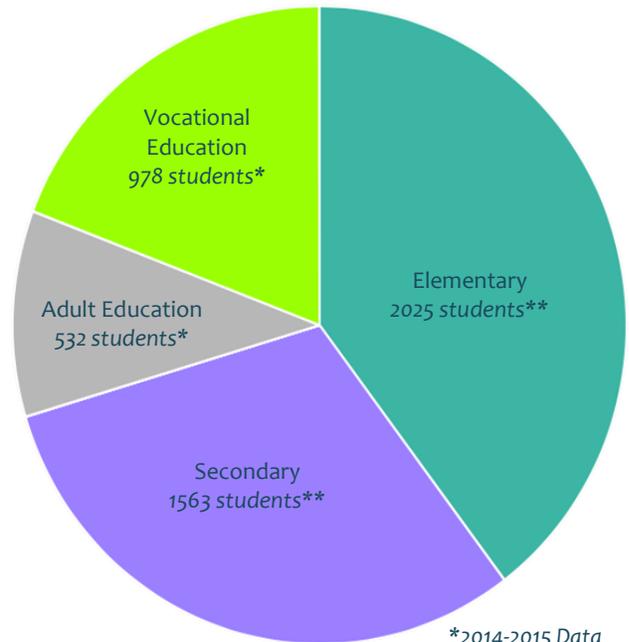
Secondary Schools

- Chateauguay Valley Regional High School
- Howard S. Billings Regional High School

Adult & Vocational Education Centres

- Chateauguay Valley Career Education Centre
- Huntingdon Adult Education & Community Centre
- Nova Career Education Centre

A visual break-down of our student population:



*2014-2015 Data
**2015-2016 Data

The New Frontiers School Board is well known for its community-based programming through a Community Learning Centre (CLC) concept which exists across our system. The CLCs support all schools and centres of the School Board through various and numerous partnership and agreements; our CLCs also help promote lifelong learning. Through a strong International Student program, New Frontiers welcomes students from other countries in both the youth and adult sector.

Programming

The New Frontiers School Board has adopted a bilingual programming model at the elementary level to best serve its communities. We deliver pedagogical services 50% in English and 50% in French, with Language Arts taught in English from kindergarten through grade 6. One exception exists in an elementary school that serves a predominately French-speaking population (Gault Institute in Valleyfield); the programming in this school is primarily in English.

At the secondary level, while instruction is based on an English Mother Tongue model, enriched programming is provided in “*Français langue seconde*” and “*Français langue d’enseignement*”. Further enrichment opportunities exist in both high schools with the International Baccalaureate Program at Howard S. Billings, and the locally developed Universal Program at Chateaugay Valley Regional High School. To promote bilingualism and inter-cultural collaboration, an “*Option Études*” program exists in Chateaugay in collaboration with the *Commission scolaire des Grandes-Seigneuries* (CSDGS) at the first-cycle secondary. French and English students are grouped together and spend half of the school year at École Gabrielle Roy (CSDGS) and the other half at Howard S. Billings High School (NFSB).

In the adult education sector, academic programs are offered to enable students to improve literacy skills, obtain their secondary school diploma, or pre-requisites required for CEGEP or vocational programs. Our Centres offer 17 career options in vocational education, which lead to a Québec “*Diplôme d’études professionnelles*”.

Student Supports

Complementary services are offered to our students and include guidance counsellors, speech and language pathologists, psychologists, a special education consultant, and a re-adaptation officer specializing in autism. These professionals support students, families and schools with both short and long-term needs.

As an inclusive school board, our students with special needs are integrated into the regular classroom and are also supported by a variety of outside services, including the CISSSMO (CLSCs), Montreal Association for the Blind, and the Montreal Oral School for the Deaf, who provide students with tools and supports that enable them to learn alongside their peers.

Our Instructional Service Department provides support and resources to our schools. Subject advisors in English Language Arts, Math and Science, French, and Technology ensure our curriculum is meeting guidelines set out by the Quebec Ministry of Education.

At the adult level, we offer the SIS Program (Social Integration Services) which supports adults with special needs. Students engage in activities that support them in becoming more autonomous in the community. “Options” or SVIS (Socio-Vocational Integration Services) is geared towards students who have passed a secondary II level and provides soft skills and academics that could lead to employment.

Our Service Statement

In partnership with the Ministry of Education, and in line with the Ministry's Policy on Educational Success, the New Frontiers School Board is focused on success for all, in inclusive educational settings, supported by our communities, where our students learn to be civic-minded, creative, responsible, accepting of others, and engaged in the social, cultural and economic life of Quebec.

Our Action Plan outlines the strategies we will focus on to achieve the objectives within this Commitment to Success Plan, while recognizing our realities and accommodating the needs of our population.

Objective 1

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

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 diverse factors. The Minister has asked school boards to reduce the gap in success rates between certain groups of students.

Boys & Girls

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écarts entre les garçons et les filles 7-year graduation and qualification rate; "12 ans et moins" and "13 ans et plus"
NFSB Indicator:	Écarts entre les garçons et les filles 7-year graduation and qualification rate; "12 ans et moins" and "13 ans et plus"

BOYS & GIRLS	Reference Years	Gap	Gap Target	
Province of Quebec	2015-2016 Data (2008-2009 Cohort)		2022	2030
Boys	75.8%	8.6%	6.1%	5.0%
Girls	84.4%			
New Frontiers School Board	2015-2016 Data (2008-2009 Cohort)		2022	2030
Boys	70.3%	9.9%	5.0% max	5.0% max
Girls	80.2%			

Success rates are significantly lower amongst boys. Flexible pedagogy helps peak the interest of all students in recognition of their diverse interests. Adapting the curriculum, while providing valid and varied strategies, is also helpful. The challenge is for school teams to meet and analyse data in order to develop effective teaching strategies for target groups.

Students with Learning Difficulties & Special Needs

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écart entre les élèves HDAA et les élèves ordinaires
NFSB Indicator:	Écart entre les élèves HDAA et les élèves ordinaires

“EHDA”	Reference Years	Gap	Gap Target	
Province of Quebec	2015-2016 Data (2008-2009 Cohort)		2022	2030
EHDAA	51.8%	32.0%	25.3%	17.0%
Regular	83.8%			
New Frontiers School Board	2015-2016 Data (2008-2009 Cohort)		2022	2030
EHDAA	*39.3%	*44.7%		
Regular	*84.0%			

EHDAA : Élèves handicapés ou en difficulté d'adaptation ou d'apprentissage

Students with handicaps, social maladjustments or learning difficulties with an Individualized Education Plan (IEP)

The proportion of students requiring extra support has increased Province-wide. The needs for early identification and timely interventions are key. The challenges are in the limited resources available.

Students in Secondary Schools Designated as “Disadvantaged”

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écarts entre les élèves selon l'indice de défavorisation de l'école fréquentée
NFSB Indicator:	Écarts entre les élèves selon l'indice de défavorisation de l'école fréquentée

DISADVANTAGED SCHOOLS	Reference Years	Gap	Gap Target	
Province of Quebec	2015-2016 Data (2008-2009 Cohort)		2022	2030
Disadvantaged	70.3%	7.1%	6.5%	0%
Intermediate	77.4%			
New Frontiers School Board	2015-2016 Data (2008-2009 Cohort)		2022	2030
Disadvantaged	72.8%	6.0%	4.5%	3.0%
Intermediate	78.8%			

Based on the socio-economic environment index (SEI) of the public secondary school attended

Disadvantaged = SEI 8,9,10

Intermediate = SEI 4,5,6,7

Advantaged = SEI 1,2,3 –NFSB has no schools in this category.

The implications of a student’s socio-economic environment on their learning must be understood through research-based practices that ensure equal opportunity for all students. Staff training to implement supporting practices and common understanding of the implications is challenging as there are limited resources and time available for this purpose.

First Generation Immigrants

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Taux de diplomation et de qualification par cohorte de nouveaux inscrits au secondaire selon la durée des études (5 ans, 6 ans et 7 ans), cohortes de 2008 et 2009
Date:	Report received March 2, 2018
Province Indicator:	Écart entre les élèves immigrants de première génération et les autres élèves
NFSB Indicator:	Écart entre les élèves immigrants de première génération et les autres élèves

1 ST GENERATION IMMIGRANTS	Reference Years	Gap	Gap Target	
Province of Quebec	2014-2015 Data (2008-2009 Cohort)		2022	2030
First Year Immigrants	75.0%	3.8%	3%	2%
Second Year Immigrants	84.0%	5.0%	3%	2%
Other Students	76.0%			
New Frontiers School Board	2014-2015 Data (2008-2009 Cohort)		2022	2030
*First Year Immigrants	62.5%	14.1%	7.2%	2%
**Second Year Immigrants	78.3%	1.7%	3%	2%
Other Students	76.6%			

*First Year Immigrants are students who were born outside of Canada

**Second Year Immigrants are students who were born in Quebec but have one or more parents born outside of Canada.

The New Frontiers School Board has not ever, and currently does not, track “immigrant” students. The challenge is in developing a tool that will track this data moving forward.

Objective 2

By 2030, reduce to 10% the proportion of students starting public secondary school at age 13 or older

Starting secondary school with a delay of one or more years may have a negative impact on a student's educational path, and ultimately on their educational success.

Data Source	Quebec Ministry of Education, Recreation & Sport
Report:	Indicateurs nationaux - Formation générale des jeunes - Enseignement secondaire, édition 2017 : L'âge des élèves à l'entrée au secondaire
Date:	Report received March 2, 2018

	Reference Years	Targets	
Province of Quebec	2015-2016 Cohort	2022	2030
Proportion of Students	11.4%	11.4%	10%
New Frontiers School Board	2015-2016	2022	2030
Proportion of Students	4.7%	6% max	5% max

Research-based decisions need to be made on a case-by-case basis regarding student retention. Using the progression of learning, reaching competency needs to be viewed as a continuum; a student's measure of success is dependent on their individual ability. Educational Services works with schools to ensure parents, students, and teachers make the best choices for individual student success. A need for a system-wide understanding of the impact of retention on future educational endeavours must be explored.

Objective 3

By 2030, bring to 85% the proportion of students under the age of 20 who obtain a first diploma, and to 90% the proportion of students who obtain a first diploma or qualification.

The Ministry's graduation and qualification rate is determined by examining the rate seven years after students start secondary 1. The data follows the students who are registered with a school board in that year. The student who graduates or qualifies in a seven-year period, whether it be through the youth sector, the adult sector, or vocational sector, is reported in this statistic.

Data Source:	Quebec Ministry of Education, Recreation & Sport
Report:	Indicateurs nationaux - Formation générale des jeunes - Enseignement secondaire, édition 2017 : L'âge des élèves à l'entrée au secondaire
Date:	Report received March 2, 2018
Province Indicator:	Écarts entre les garçons et filles; cohorte 7 ans
NFSB Indicator:	Écarts entre les garçons et filles; cohorte 7 ans

	Reference Years	Targets	
Province of Quebec	2008-2009 Cohort	2022	2030
First Diploma	74.7%	-	85.0%
First Diploma or Qualification	78.8%	84.0%	90.0%
New Frontiers School Board	2008-2009 Cohort	2022	2030
First Diploma	73.9%	80.0%	85.0%
First Diploma or Qualification	77.7%	84.0%	90.0%

Issues of continuity and transitions between schools, cycles and secondary to adult and vocational institutions are a challenge within our system. There is also a need for resources, as well as time for school teams to meet to evaluate the needs of individual students. Information and support must also be provided to parents and students in order for families to understand their options and to make the best decisions.

Objective 4

By 2030, bring to 90% the success rate on the Elementary Cycle 3, Year 2 English Mother Tongue Ministry Exam, Written Component (Production).

While the Minister's objective refers to Language of Instruction in Elementary 4 (Cycle 2, Year 2), a compulsory Ministry examination in English Language Arts at that level does not exist. NFSB will instead be using the results in the Ministry-set examination for the end-of-cycle 3. An annual marking centre for all grade 6 ELA teachers has been established to ensure Board-wide standards.

Data Source:	New Frontiers School Board
Report:	GPI result entered by grade 6 teacher for end-of-cycle 3, ELA MEES examination for competency 2 (Production)
Date:	Data retrieved March 7, 2018

	Reference Years	Targets	
Province of Quebec	2008-2009 Cohort	2022	2030
Success Rate	NA	90%	90%
New Frontiers School Board	June 2017	2022	2030
Success Rate	98%	90%	90%

Although the NFSB success rate is above the target set by the Ministry, we continue to strive for an increase in individual student results and will focus on early intervention strategies and support for strong literacy skills.

Objective 5

By 2030, ensure that all school buildings are in satisfactory condition

The indicator for “satisfactory” is the alphabetic building condition index provided by the “Système Informatique de Maintien des Actifs des Commissions Scolaires” (SIMACS) system. The rating is based upon the amount of investment required for a building to be able to deliver the same service as a newly constructed school or centre. An “A” corresponds to a building condition of 95%-100%, a “B” to 90%-95%, and a “C” to 85% to 90%.

Data Source:	Quebec Ministry of Education, Recreation & Sport
Report:	SIMACS (système informatisé de maintien des actifs des commissions scolaires)
Date:	January 2018

	Reference Year	Targets	
Province of Quebec	2016-2017	2022	2030
Percentage of buildings in satisfactory condition	68.0%	85%	100%
New Frontiers School Board	2017-2018	2022	2030
Percentage of buildings in satisfactory condition	78.6%	85%	100%

Maintaining safe and hospitable learning environments has been a priority at New Frontiers for many years. One challenge that is faced by our Board is that our buildings are six years older than the provincial average. Since the Ministry calculates that buildings age by 2% per year, we will continue to manage our investment in our buildings, while optimizing funding opportunities, to ensure that we meet this objective.

Orientation 1

Increase the proportion of the adult population of Québec who demonstrate high-level literacy skills according to *PIAAC 2022

The New Frontiers School Board has always placed a great emphasis on literacy skills. In this orientation, it is understood that New Frontiers will focus on increasing literacy skills in the English language. While there is no specific time line identified in the Policy on Educational Success, the target is to increase the proportion by 5%; it is currently at 47%.

Based on the Politique gouvernementale de l'éducation des adultes, our Adult Education Centres already offer a variety of services aimed at increasing the level of literacy and academic knowledge of those adult students in our classrooms.

**PIAAC – Programme for the International Assessment of Adult Competencies*

Some strategies:

- ACGC - Academic & Career Guidance Content, focused on three categories of knowledge: Self Knowledge, Knowledge of the World of School, Knowledge of the World of Work
- Partnerships with community partners will be vital
- Use our Community Learning Centres (CLCs)
- Increase the service of Social Integration and Social-Vocational Integration and semi-skills programs.
- Offer diversified services in General Education and Vocational Education; enhance the offering of Vocational Education programs.
- Strengthen transition strategies (elementary, high school, adult education)
- Raise awareness of current literacy levels and the impact on student success based on current research
- Develop literacy section on our websites to offer resources

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- *Policy on Educational Success - Objective 5*
 - *MEES Strategic Plan 2018-2022 - Orientations*

Orientation 2

Have elementary students physically active at least 60 minutes per day

The New Frontiers School Board has been working consistently for the last four years to incorporate physical activity throughout the school day. The importance of healthy living and its impact on student success is a priority for all staff.

Some strategies:

- In 2018, two schools are piloting mesure 15023, « École on bouge au cube »
- Pierre Lavoie Programs
- Healthy Eating and Active Living (HEAL) Committees - School & School Board Level
- Student Coalition Initiatives
- Embed movement in daily classroom activities, eg: BOKS Program (Building Our Kids' Successes)
A free program that gives kids a body and brain boost that sets them up for a day of learning (in class)
 - Partnerships with the municipalities, CISSMO, CLCs, colleges (Community Recreation Leadership Training Program), and community organisation, etc
- Intra-board sports tournaments
- Individual school initiatives... (intra-murals, extracurricular activities)
- Get parents involved in lunch-hour games with kids
- Board-wide initiatives in the schools at the beginning of the day

Reference :

- *Politique de l'activité physique, du Sport et du Loisir : Québec, on Bouge! - Objective 4*

Our Consultation Process

This Commitment to Success Plan (CTSP) was developed with the input of many stakeholders.

Following is the consultation process that was used to guide the development of the New Frontiers School Board's Commitment to Success Plan.

From October 2017 through January 2018 consultation was undertaken to determine if our current Vision, Mission, and Orientations were still relevant or if they needed updating. The following stakeholders were consulted:

- Student Coalition October 13, 2017
- Commissioners October 24, 2017, Community Connections
- Governing Boards October 24, 2017, Community Connections
- Partnership Tables October 24, 2017, Community Connections
- Students October 24, 2017, Community Connections
- Parents' Committee December 14, 2017, Parents' Committee Meeting
- Unions & Association January 2018 (electronic presentation)
- All NFSB Staff January 2018 (electronic presentation)

On January 19, 2018, the Directorate met to consider feedback from these consultations. A writing team was formed to begin putting the CTSP together.

On January 31, 2018 the Advisory Management Committee was consulted on the first draft of our CTSP.

On March 27, 2018, a second Community Connections event was held and the following stakeholders had an opportunity to provide feedback on the first draft of our CTSP:

- Commissioners
- Governing Boards
- Partnership Tables
- Student Coalition

Consultation continued in the month of **April** with the following groups:

- Special Needs Advisory Committee April 25, 2018 (meeting)
- Parents' Committee April 12, 2018 (meeting)
- Unions & Association Members Presidents were provided with copies of the draft plan (electronic and hard) for consultation with their members.

On May 16, 2018, the Directorate met again to consider all the feedback and put forward a final draft for presentation to the Council of Commissioners on May 22, 2018.