

# Commitment to Success Plan

*A roadmap for the New Frontiers School Board | 2023-2027*



**New Frontiers School Board**

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**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; this territory includes the indigenous communities of Kahnawake and Akwesasne.

We are 3,895\* students in the youth sector (elementary and high school) and 719\* students (full-time equivalent) in our Continuing Education programs, supported by 922 employees (full-time, part-time, and replacement), all working in support of success for each student.

*\*Enrolment figures are as at September 2022*







## Our Vision

The New Frontiers School Board fosters success for each student.

## Our Mission

- We engage students, staff, parents, and the community as educational partners;
- We expect and support all employees to continuously improve with a focus on enhancing student learning;
- We provide experiences that challenge students and employees to develop respect for themselves, others, and the environment; and
- We create hospitable learning environments where everyone belongs, is accepted, and is appreciated.

## Our Values

The New Frontiers School Board values Community, Adaptability, Responsibility, and Equity/Inclusion. We CARE.

## Our Motto

Education, A lifelong journey

# Our Service Statement

*In partnership with the Ministry of Education, the New Frontiers School Board is focused on success for each student, 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.*



**Educational Services are provided to our youth and adult students through a network of ten elementary schools, two high schools, and three career 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**

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

### **Career Education Centres**

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

## Youth Sector Programming

We have a bilingual programming model at the **elementary level** where we deliver pedagogical services 50% in English and 50% in French, with Language Arts taught in English from pre-school through grade 6. One exception exists at Gault Institute in Valleyfield, as it serves a predominately French-speaking population; the programming there is primarily in English.

At the **secondary level**, while instruction is based on an English Mother Tongue model, we also offer three French programs:

- *Français langue seconde;*
- *Français langue seconde enrichie; and*
- *Français langue d'enseignement.*

Further enrichment opportunities are available through the International Baccalaureate Programme at Howard S. Billings Regional High School (HSB), and at Chateauguay Valley Regional High School (CVR), we offer “options” courses at the middle school level, to peak students’ interests in sports and fitness, home economics, robotics and coding, arts and entertainment, environmental science, outdoor education, and leadership. In collaboration with McGill University and the Ministry of Education, HSB has recently redesigned their middle school model; “HIVE” has been developed within the NEXTSchool framework.

Students at CVR have the option of the “*Projet Particulier*” which supports 15-year-olds with a hybrid path that allows for project-based, flexible, and alternative learning.

Both CVR and HSB offer alternative support classrooms for students who are facing challenges in their regular classrooms, and both High Schools offer a pre-work and semi-skilled option of the Work-Oriented Training Pathway.

To support our students with special needs, we offer closed classroom “Learning Centres”, that qualifying students may attend until they are 21 years old. Our Nurturing Each Student Today (NEST) program currently exists in four elementary schools, with a goal of being in each school by the end of the 2025-2026 school year.

## Pre-School Cycle Programming

Through play, the Quebec Ministry of Education’s Preschool Cycle Program focuses on the global development of the child and taking preventive action to support school success. This program exists in every elementary school at New Frontiers. On a per capita basis, New Frontiers is amongst the highest rates of four-year old Kindergarten registrations, with a total of 24 groups.

In support of preschool and early literacy, the New Frontiers School Board offers professional development to its early childhood educators and early elementary teachers through professional development.

## Community Learning Centres

For the past 14 years, the New Frontiers School Board has been a leader in the Community Learning Centre (CLC) movement. The CLC concept exists across our system. Our CLC team of four Community Development Agents, supports all schools and centres through the implementation of various community partnerships and agreements. CLCs are an improvement strategy that transforms schools and centres into places where educators, community members, families, and students work together to strengthen conditions for student learning and healthy development. **Our CLCs help promote lifelong learning.**

## Continuing Education

In the **adult education sector**, academic programs are offered to enable students to improve literacy skills, obtain their secondary school diploma, or prerequisites required for CEGEP or vocational programs.

### Student Support is provided in the following areas:

- SARCA (*Service d'accueil, de référence, de conseil et d'accompagnement*) for referral, counselling and support services
- Indigenous Support
- Guidance
- Student-for-a-Day Experience
- Shuttle Bus Services

### Our Centres offer services in the following areas:

- Semi-Skilled Work-Ready Training
- Social Integration Services
- Health & Safety on Construction Site courses
- Service aux Enterprise
- *Francisation*
- Recognition of Acquired Competencies – RAC

In the **vocational education sector**, career options, that lead to a Québec “*Diplôme d'études professionnelles*” are available in the following areas:

- Accounting
- Automobile Mechanics
- Carpentry
- Hairdressing
- Health, Assistance and Nursing
- Horticulture & Garden Centre Operations
- Institutional and Home Care Assistance
- Interior Design and Visual Display
- Landscaping
- Residential and Commercial Drafting
- Secretarial Studies
- Welding and Fitting

Students may obtain an Attestation of Vocational Specialization (AVS) in:

- High Pressure Welding
- Starting a Business
- Construction Business Management

Students may also acquire Skills Training Certificates in:

- Electric Vehicle Mechanics
- School Daycare Educator
- Support for Assisted Care in Long-term Care Centres



# Orientations & Objectives of the Quebec Ministry of Education

## Orientation 1 | Make student success a top priority for Quebec society

<b>Increase student success</b>	<b>Current Provincial Rate</b>	<b>Current NFSB Rate</b>	<b>NFSB Goal by 2027</b>
<b>1.</b> Rate of obtaining a first degree or qualification within 7 years of entering secondary school	81.4%	76.9%	84%
<b>2.</b> Success rate of boys	80.1%	72.3%	80%
<b>3.</b> Success rate of students with special needs	62.2%	79.5%	80%
<b>4.</b> Proportion of students scoring between 70% and 100% on the Grade 6 compulsory mathematics exam (Problem-Solving competency)	66%	73.1%	75%

*With a focus on increasing student success, we must recognize that our population is diverse, from both a cultural, socio-economic, and needs point of view. Over the next four years, NFSB will be looking at increasing access to specialized programs while also considering the learning environment and the importance of our students' voice. We also hope to increase the collaboration already established between the home and school. Further, there will be a focus on literacy, formative assessments at the secondary level, use of data, and supporting students along the stages of their educational journey.*

We know there will be challenges. We have seen an increase (3% to 6%) in employee turnover, especially with our teachers. We will therefore be providing increased support for our new teachers, along with mentoring and coaching initiatives for all employees.

High absenteeism rates, and the level of engagement of our students, are also cause for concern. This has been identified to us through our student surveys. To help in this area, NFSB will focus on increasing extracurricular activities and speciality program offerings.

Supporting our students with special needs will also remain a priority, as we continue with our approach to meet each student's needs. We will provide training and resources to support our employees who work closely with our students.



## Orientation 2 | Make vocational education truly attractive

<i>Modernize and valorize vocational education</i>	<i>2018-19 Provincial Rate</i>	<i>Current NFSB Rate</i>	<i>NFSB Goal by 2027</i>
<b>5.</b> Graduation rate in vocational education after three years	80.9%	78.8%	81%

The New Frontiers School Board has always placed a strong importance on Vocational Education. For a school board of our size, we offer a wide range of training options, including:

- Accounting
- Automobile Mechanics
- Carpentry
- Hairdressing
- Health, Assistance and Nursing
- Horticulture & Garden Centre Operations
- Institutional and Home Care Assistance
- Interior Design and Visual Display
- Landscaping
- Residential and Commercial Drafting
- Secretarial Studies
- Welding and Fitting

The promotion of our trades programs is strong, and we are developing links with our high schools and our career education centres, with the Youth-Adult Councillor Committee being a driving force behind this. Students register with us, and some programs have waiting lists.

A challenge that we face with adult learners, is that they cannot always attend school on a full-time basis due their family/life responsibilities. We must therefore continue to be as flexible as possible with their learning needs by using a variable intake process and accommodating their work-life balance.

Our workforce is valuable. We will be further exploring ways to provide professional development and learning opportunities for all, as further enhancement to our students' experiences.

The New Frontiers School Board continues to request permanent authorization for the Health Assistance & Nursing Program, while also actively looking at offering new programs to support the needs of our communities, and the Province.

## Orientation 3 | Make schools and centres welcoming spaces

<i>Develop new special educational projects</i>	<i>Current Provincial Rate</i>	<i>Current NFSB Rate</i>	<i>NFSB Goal by 2027</i>
<b>6.</b> Participation rate in special educational projects by secondary students in the public sector	44.6%	20.7%	50%
<b>7.</b> Proportion of schools and centres using the student well-being reference framework, developed on the basis of research data, to conduct a situational analysis of their environment.	0%	0%	100%

*In both of our secondary schools, we are implementing new middle school programming in line with 21<sup>st</sup> Century learning. The exploration and development of special educational projects will continue for students at the cycle two, secondary level.*

*Currently, our students are able to express their concerns through the use of a survey tool “Our School”. Students are surveyed annually, and anonymously, providing us with valuable insights.*

Some of the challenges we face when implementing specialized programming include scale, groupings, and logistics such as transportation. We are a relatively small school district over a vast territory. Bussing in one sector of our territory is a shared system that includes a central hub which limits how much we can modify a school’s schedule to accommodate specialized programming.

In terms of a student well-being framework, our students are familiar with the “Our School” survey tool, and we have gained valued information from their responses. A challenge may arise should tools be introduced that are not compatible or comparable.



## **Orientations of the New Frontiers School Board**

*Success planning is an opportunity for growth at the local level as well. Therefore, the New Frontiers School Board has three orientations of its own, developed in consultation with our students, staff, families, and the community at large.*

### **Orientation 1 Strengthen employee engagement**

*By offering the best support possible to our employees, our students will benefit.*

### **Orientation 2 Leverage the power of data**

*Harnessing data will help us make informed decisions that impact student achievement.*

### **Orientation 3 Foster relationships & partnerships, and develop global perspectives**

*Students, employees, and families benefit from a collaborative and inclusive environment.*



# Development & Implementation of our Commitment to Success Plan

## The Working Committees

This Commitment to Success Plan (CTSP) was developed by two working committees, who met a total of six times and who also worked one day with an outside consultant.

### Committee I consisted of the following individuals:

1. The Director General
2. The Assistant Director General
3. The Director of Continuing Education
4. The Director of Educational Services
5. The Coordinator of Business & Community
6. The Coordinator of Educational Services
7. The Manager of Administrative Services

### Committee II, included all members of Committee I, plus:

8. The Director of Human Resources
9. The Coordinator of Complementary Services
10. The Principal of Harmony Elementary School
11. The Centre Director from CVCEC
12. A teacher from Mary Gardner Elementary School
13. A teacher from Chateauguay Valley Regional High School
14. A teacher from the Huntingdon Adult Education & Community Centre
15. The Pedagogical Consultant – Continuing Education
16. The French Language Consultant
17. The English Language Consultant
18. The Pre-School Education Consultant

## The Consultations

We used a tool called Thought Exchange to reach out and hear the voices of our various stakeholders. Thought Exchange allows for everyone's voice to be heard equally. The feedback received was valuable and helped us determine our Vision, Mission, Values, and Orientations. Exchanges took place on the following dates:

- November 29, 2022 Commissioners
- December 13 Management Team
- January 19, 2023 Parents' Committee
- January 25 Special Needs Advisory Committee
- January 30 Student Coalition
- February 8 Public – General Consultation
- May 26 Public –Vision, Mission, Values
- June 21 Public –Orientations
- September 13 Working Committee I
- September 20 Working Committee II
- September 26 Commissioners

## Implementation – Year 1

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|-------------------|--|
| July 14, 2023     | Draft plan submitted to the MEQ              |
| August 21         | Celebration & Launch of new CTSP             |
| September 13 & 20 | Committee meetings to establish orientations |
| September 26      | Updated plan presented to commissioners      |
| October           | Updated plan approved by Council             |
| November          | Development of Educational Projects          |
| December          | Alignment Check                              |
| March 2024        | Alignment Check                              |
| June              | Alignment Check & Celebration                |
| July – August     | Preparation, adjustments for Year 2          |